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BRICOLAGE ENTREPRENEURSHIP, EFFECTUATION AND YOUTH EMPLOYABILITY IN A RESOURCE PENURIOUS ENVIRONMENT: THE CASE OF UNIVERSITY GRADUATES IN THE BAMENDA MUNICIPALITY.

Elizabeth Ankiambom Chiatii

Department of Economics and Management, Faculty of Business and Management Sciences, Catholic University of Cameroon (CATUC) Bamenda. Director of Postgraduate School (CATUC), Bamenda.

Email: siseliz@yahoo.com; Tel: +237.677.964.712

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ABSTRACT: *This study examined the effects of entrepreneurial bricolage, effectuation, and experiential learning curriculum on graduate employability in Bamenda, Cameroon. Despite the University of Bamenda training 6,471 graduates as "job creators," youth unemployment remains as high as 74%. Using a quantitative, cross-sectional, correlational design with 400 graduates, the study found that entrepreneurial bricolage strongly predicts self-employment (logit coefficient = 2.213; marginal effect = 0.386), making graduates 39% more likely to achieve self-employment. Effectuation significantly predicts vocational adaptiveness (coefficient = 0.925; R^2 = 0.831), explaining 83.1% of career flexibility. Experiential curriculum positively influences venture willingness (coefficient = 0.935; R^2 = 0.715). However, a critical paradox emerged: despite high experiential curriculum exposure (mean = 0.74), both venture willingness (mean = 0.22) and vocational adaptiveness (mean = 0.26) remain low, revealing an implementation gap where curriculum exposure does not translate into psychological preparedness. The study contributes empirical evidence from a post-conflict Central African context, highlighting a hierarchical relationship where effectuation operates at the strategic level and bricolage at the tactical level. Policy implications recommend that the Cameroon Annual Budgetized Work Plan 2026 and the 2026 Finance Law shift from causation-based training to building bricolage capabilities and effectual reasoning, while addressing cognitive barriers such as risk aversion and low entrepreneurial self-efficacy.*

KEYWORDS: Entrepreneurial bricolage, effectuation, experiential learning, graduate employability, vocational adaptiveness, venture willingness, resource-constrained environment, Bamenda Municipality-Cameroon.

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INTRODUCTION

The transition of university graduates from higher education to the labor market in Cameroon has reached a critical juncture in 2026. Although the national unemployment rate is officially projected at approximately 3.4%, youth unemployment among those aged 15–35 is estimated at 39.3% nationally, with some reports indicating rates as high as 74% for university graduates in major urban centers (Ngoa & Atangana, 2025; Yenshu, 2024). In the Bamenda Municipality, this challenge is compounded by regional socio-economic instability and a significant dearth of relevant professional skills among fresh graduates, which limits their external efficiency in the modern job market (Tabetando & Fombe, 2026). In response, the University of Bamenda (UBa) has pivoted toward a transformative education model. During its 15th convocation in December 2025, UBa graduated 6,471 students specifically trained through experiential learning, intended to turn them into "job creators rather than job seekers" (Nde & Cheo, 2025). This shift is supported by national policy frameworks such as the Annual Budgetized Work Plan 2026 (PTBA 2026), which aims to modernize training for over 7,000 youths and directly support 1,225 young entrepreneurs, and the 2026 Finance Law, which provides a 20% tax exemption for companies that hire and train graduates under 35 (Ministry of Economy, 2026).

However, a critical paradox emerges: while UBa graduates over 6,400 "job creators" equipped with experiential learning, the structural reality of the Cameroonian economy remains hostile to formal employment. National data indicate that actual youth underemployment affects 68.4% of the active population, with specific reports confirming that unemployment among university graduates in urban areas like Bamenda could reach 74% (Foncha & Neba, 2025; NIS, 2025). The core of the problem lies in the resource-constrained environment of Bamenda, where traditional causation-based entrepreneurship, relying on extensive market research, formal business plans, and external financing, is largely unfeasible (Kuiken, 2023; Sarasvathy, 2001). High barriers to entry, including limited access to loans and the absence of formal business networks, force graduates to rely on entrepreneurial bricolage (making do with whatever is at hand) and effectuation (a means-driven logic focusing on affordable loss rather than expected returns) (Baker & Nelson, 2005; Mbah & Fonyuy, 2024).

Consequently, graduates increasingly combine these two logics: bricolage allows them to "make do" by leveraging free social media tools and found materials, while effectuation encourages starting with who they are and what they know through the Bird-in-Hand and Affordable Loss principles (Chandler et al., 2020; Welter & Kim, 2022).

Despite government efforts like the PTBA 2026 and university initiatives such as the TAGDev 2.0 program, graduates often lack the specific skills to leverage bricolage effectively in digital or agricultural landscapes (Asongwe & Ngwa, 2026). There remains a significant knowledge gap regarding how these non-traditional entrepreneurial behaviors actually translate into sustainable employability for graduates in Bamenda's volatile socio-political context (Fai & Nkwetisama, 2025). Without understanding how graduates navigate resource scarcity through improvisational actions, policy interventions may continue to fail, leaving thousands of young people in a cycle of underemployment and economic exclusion (Tchawa & Mvogo, 2024). By addressing the following objectives, this research seeks to identify sustainable pathways for youth employment in a volatile economic environment and bridge the disconnect between the "job creator" rhetoric of higher education and the "resource-poor" reality of the Bamenda labour market.

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Research Objectives

This study therefore pursues three objectives:

- To assess the effect of entrepreneurial bricolage on self-employment among university graduates in the Bamenda Municipality.
- To investigate the effect of effectuation on vocational adaptiveness of graduates in the face of local labour market uncertainty.
- To evaluate the influence of the University of Bamenda's experiential learning curriculum on graduates' willingness to engage in resource-constrained environment.

Research Hypothesis

- Entrepreneurial bricolage is expected to have a statistically significant positive effect on self-employment among university graduates in the Bamenda Municipality.
- Effectuation has a statistically significant positive effect on vocational adaptiveness among university graduates facing labour market uncertainty in the Bamenda Municipality.
- Exposure to the University of Bamenda's experiential learning curriculum is assumed to have a statistically significant positive influence on graduates' willingness to engage in resource-constrained entrepreneurial ventures.

LITERATURE REVIEW

Conceptual Issues

Conceptual Foundations: Bricolage Entrepreneurship and Effectuation in Resource-Constrained Contexts

The interplay between entrepreneurial action and resource scarcity has generated theoretical advancements for understanding opportunity creation under limited means. Specifically concerning job prospects for young university graduates in resource-constrained regions such as the Bamenda Municipality, two mutually reinforcing concepts, entrepreneurial bricolage and effectuation, provide valuable analytical tools.

Entrepreneurial bricolage describes the practice of utilizing readily available resources to address obstacles. In contrast to traditional methods that presuppose ample resources, bricolage views resource limitations as an impetus for originality, encompassing three core aspects: challenging restrictions, inventively re-purposing items, and adapting flexibly with accessible assets. Within emerging economies, Akahome and Igwe (2026) presented "conditional entrepreneurial bricolage" (CEB), detailing how students and graduates initiate unofficial ventures born of necessity when standard employment is unavailable, drawing upon practical learning, economical resources, spontaneous adaptation, and personal connections. Francisco (2024) illustrated that bricolage remains active throughout the entire entrepreneurial journey,

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empowering entrepreneurs to bypass hurdles by creatively re-combining their distinctively available assets.

Effectuation clarifies the process of making choices in highly unpredictable situations, commencing with existing assets—namely, the entrepreneur's identity, knowledge, and social connections—thereby allowing objectives to materialize through the engagement of interested parties. Its core tenets involve: initiating with current assets, determining an affordable loss instead of pursuing projected gains, building alliances with self-selected collaborators, capitalizing on unexpected developments, and concentrating on actions within one's sphere of influence. Sarasvathy (2024) clarifies that effectuation collaboratively generates value by reducing dependence on foreseeing future outcomes. Manzi-Puertas et al. (2025) identified that effectuation furnishes a strategic outline, while bricolage facilitates tactical resource deployment, with inventive conduct serving as the link between them.

The mutually beneficial connection between bricolage and effectuation is now understood as hierarchical: effectuation functions at the strategic level, embodying a non-forecasting approach amidst unpredictability, whereas bricolage operates at the tactical level, focusing on practical resource re-combination. For graduates in Bamenda, applying effectual reasoning entails evaluating their academic qualifications, industry understanding, and social connections, then proceeding with an acceptable level of risk, while bricolage facilitates the creative re-use of their existing assets. Akahome and Igwe (2026) confirm that entrepreneurship driven by situational necessity influences not only the availability of assets but also the objectives of the venture. In summary, bricolage elucidates the inventive combination of resources in conditions of scarcity, effectuation clarifies decision-making in the absence of absolute foresight, and their combined application provides a robust theoretical framework for examining youth employment through entrepreneurial endeavors in Bamenda.

The Concepts of Youth Employability and Entrepreneurship in the Bamenda Municipality

In the Bamenda Municipality by 2026, youth employability has shifted from traditional job placement to adaptive capacity and entrepreneurial agency, driven by structural challenges and institutional voids such as lack of formal credit, unstable infrastructure, and high underemployment (Daily Echoes, 2024; Foretia Foundation, 2025). Consequently, graduates are now evaluated based on their skill flexibility and ingenuity, rather than their success in obtaining conventional employment (Cameroon Tribune, 2025). The University of Bamenda has redefined what it means to be employable through innovative, practical learning experiences that emphasize students' belief in their own capabilities, digital proficiency, and professional networks (University of Bamenda, 2025a, 2025b).

Operating in an environment characterized by limited resources, young entrepreneurs tackle scarcity using two primary strategies: bricolage and effectuation. Bricolage involves making resourceful use of whatever is at hand, whether digital, physical, or social—for instance, employing free online tools, repurposing discarded materials, or relying on family support (Baker & Nelson, 2005, as cited in the text). Effectuation, conversely, guides decision-making in uncertain situations through principles like "Bird-in-Hand" (starting with one's current assets), "Affordable Loss" (minimizing potential losses), and "Crazy Quilt" (establishing collaborative partnerships) (Sarasvathy, 2001, as cited in the text). Together, these methods

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empower graduates to transform a lack of resources into a source of innovation and economic autonomy (Foretia Foundation, 2025; PTBA, 2026).

Theoretical Review

This study utilizes three interconnected theoretical frameworks to clarify how university graduates in Bamenda Municipality succeed in challenging economic conditions and enhance their job prospects through entrepreneurship.

First, Entrepreneurial Bricolage Theory (Baker & Nelson, 2005; revisited by Davidsson, 2023) serves as the primary framework for the first research aim. Bricolage involves resourcefully using available materials and skills to address new problems and opportunities. In areas with limited resources like Bamenda, where formal funding, infrastructure, and market connections are scarce, graduates often lack startup capital or family wealth. Bricolage explains how they creatively reuse existing assets, for example, using a smartphone for marketing, sharing office space with others, or transforming waste into sellable items. Recent developments in the theory suggest that bricolage is more than a short-term coping strategy; it's a way to create self-employment when formal institutional support is absent (Desa, 2022; Sutter et al., 2023). For this study, bricolage is assessed by examining graduates' reported use of discarded materials, informal connections, and versatile resource combinations to establish small businesses.

Second, Effectuation Theory (Sarasvathy, 2001) focuses on the second objective, exploring how individuals adapt their careers amidst unpredictable job markets. Effectuation differs from traditional, prediction-based planning; instead, it emphasizes starting with one's current resources (who you are, what you know, whom you know), focusing on managing potential downsides rather than maximizing expected returns, capitalizing on unforeseen events, and collaborating with dedicated partners (Read et al., 2023). In unstable job markets like Bamenda's, where graduate unemployment exceeds 30% in parts of Cameroon (Neba & Fon, 2024), this effectual approach allows young people to adapt vocationally by flexibly developing new work roles instead of searching for existing, fixed positions. For instance, a graduate might combine tutoring, freelance writing, and petty trading, adjusting their activities as new opportunities arise. Empirical studies confirm that effectuation is linked to greater career flexibility and the ability to recover from setbacks in entrepreneurship in developing economies (Mthanti & Ojah, 2021; Williams & Shepherd, 2022).

The Five Principles of Effectuation: Sarasvathy (2001, 2008) outlines five core principles that guide the effectual process. The first is the Bird-in-Hand principle, where entrepreneurs start with their current means: who they are, what they know, and whom they know. The second is the Affordable Loss principle, where the entrepreneur chooses projects based on the downside risk they can personally tolerate rather than the upside potential of expected returns. The third is the Crazy Quilt principle, which emphasizes building strategic partnerships with self-selected stakeholders to co-create the venture. The fourth, the Lemonade Principle, encourages the leveraging of contingencies—turning unexpected challenges into opportunities. Finally, the Pilot-in-the-Plane principle asserts that the future is made by people, not determined by inevitable trends. This study therefore investigates whether Bamenda graduates who adopt effectual principles report a stronger sense of career adaptability (e.g., belief in their ability to modify work tasks when facing uncertainty).

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Third, **Experiential Learning Theory (ELT),** particularly Kolb's (1984) learning cycle (direct experience, critical reflection, theoretical understanding, and practical application), guides the third objective. Recent academic work connects experiential learning to entrepreneurial training in environments with limited resources (Malebana & Jallow, 2025; Omri, 2022). While the University of Bamenda's curriculum might include internships, project-based courses, or community engagement modules, initial findings indicate insufficient hands-on experience (Acho & Nchang, 2023). ELT suggests that direct experience in problem-solving with limited resources fosters a readiness among graduates to undertake ventures with few resources, as this learning process helps them become comfortable with uncertainty and repeated trial-and-error. Conversely, a curriculum based solely on theory tends to discourage risk-taking. Therefore, this study hypothesizes a direct link between practical learning components (e.g., business plan competitions using local materials, field projects in underserved communities) and graduates' inclination to establish or participate in ventures with minimal resources. Recent African-focused studies confirm that practical teaching methods lower the perceived obstacles for young people to engage in bricolage (Mukhtar et al., 2024).

The study's framework synthesizes these three theories, suggesting that entrepreneurial bricolage and effectuation are mutually reinforcing approaches: bricolage offers a practical, resource-based way to handle scarcity, while effectuation provides a decision-making approach for navigating uncertainty. Their combined influence on young people's job prospects is shaped by the experiential learning curriculum, which can either facilitate or hinder the adoption of these mindsets. Without practical learning, graduates might understand these concepts theoretically but struggle to implement them. This integrated model directly addresses all three objectives and is especially relevant for Bamenda, a city facing economic instability and a lack of infrastructure following conflict (Fongwa & Forje, 2024).

Empirical Review

This section offers an overview of research investigating the connections among entrepreneurial resourcefulness, adaptive planning, practical learning, and post-graduation employment outcomes within environments with limited resources. The overview is organized around three primary objectives. The first objective explores research findings on entrepreneurial resourcefulness and its impact on self-employment among university graduates, referencing studies from Nigeria, the Philippines, Ghana, and other developing nations. The second objective integrates existing research on adaptive planning and its role in improving career adaptability in uncertain job markets, highlighting insights from the United Kingdom, Nigeria, India, and Zimbabwe. The third objective surveys academic work on the connection between university practical learning programs and graduates' readiness to pursue ventures in challenging environments, including evidence from South Africa, Ghana, Cameroon, and Kenya. The section concludes by summarizing key conclusions and highlighting areas for further research in the existing body of knowledge, specifically concerning the Central African context and the Bamenda Municipality.

Objective one examines the Resourceful Entrepreneurship and Self-Employment: Research consistently demonstrates a positive correlation between resourceful entrepreneurial approaches and successful self-employment among graduates facing limited resources. Akahome and Igwe (2026) observed that Nigerian graduates who engaged in adaptive resourcefulness—integrating formal and informal knowledge, repurposing everyday items, and utilizing social connections—successfully established viable businesses within three to six

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months, whereas those who did not employ such methods remained unemployed for over eighteen months. Francisco (2024) reported that Filipino graduates with a greater ability to reconfigure available resources were 2.4 times more likely to achieve secure small business status, effectively overcoming challenges such as initial funding, collateral, and suitable workspaces. In Ghana, Mensah and Adjei (2025) found that improvisation capabilities accounted for 34 percent of the variance in self-employment initiation, with highly resourceful graduates being three times more likely to pursue self-employment. Ogunleye, Adebayo, and Ogunlana (2024) longitudinally showed that sustained resourceful practices led to a 72 percent venture survival rate at 24 months, compared to 31 percent among those who discontinued such practices, affirming resourcefulness as a sustaining capability rather than merely a starting strategy.

Objective two looks at Effectuation and Occupational Adaptability: The academic literature indicates that effectuation positively influences vocational adaptability in uncertain job markets. Manzi-Puertas, Agirre-Aramburu, Urzelai, and Lopez-Perez (2025) discovered that the principles of effectuation predicted higher career adaptability scores among student entrepreneurs in the UK, encompassing aspects like career foresight, personal control, inquisitiveness, and confidence. In Nigeria, Okonkwo and Eze (2025) reported that an effectuation orientation explained 41 percent of the variation in vocational adaptability, with graduates demonstrating a high effectuation mindset engaging in 3.7 distinct income-generating activities compared to 1.2 among their peers with a low effectuation mindset. Thomas and Gupta (2024) illustrated that Indian graduates who adopted effectual principles exhibited greater career mobility, reduced anxiety about unpredictability, and increased job satisfaction, despite fluctuating incomes. Ncube and Dube (2026) found that Zimbabwean graduates utilizing effectuation's partnership approach were five times more likely to maintain professional engagement during severe economic downturns compared to those relying on traditional, predictive methods.

Objective three examines the Practical Learning and Venture Propensity: Empirical investigations confirm that practical learning curricula significantly enhance graduates' inclination to engage in enterprises with limited capital. Ngwenyama, Mkhize, and Dlamini (2025) demonstrated that South African graduates completing compulsory hands-on modules requiring ventures with less than 50 USD in startup capital were 47 percent more likely to initiate businesses post-graduation, in contrast to 12 percent in control groups. Asare, Tetteh, and Owusu-Mensah (2024) identified three curriculum elements that predicted venture willingness in Ghana: project-based learning with scarce resources ($\beta = 0.41$), exposure to entrepreneurs who succeeded with limited means ($\beta = 0.27$), and reflective assignments ($\beta = 0.23$), while conventional business courses showed no significant relationship. Focusing on Cameroon, Fongang and Nkwette (2025) found that University of Buea graduates who completed the "Entrepreneurship in Action" module were 3.2 times more likely to operate active businesses at 12 months, with 95 percent valuing systematic resource identification practices. Mwangi and Otieno (2026) conducted a Kenyan randomized controlled trial showing that participants in practical learning interventions were 4.1 times more likely to undertake ventures with limited resources, with the most pronounced effects observed among the lowest-income students and additional benefits from mentoring.

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Research Gaps

Despite the University of Bamenda's strategic shift toward producing "job creators" through experiential learning, the article identifies a critical paradox: high levels of self-employment co-exist with very low adoption of entrepreneurial bricolage and effectuation logics among graduates (Nde & Cheo, 2025; Researcher's Survey, 2026). The literature confirms that while bricolage and effectuation are theoretically recognized as valuable for resource-constrained environments, there is a significant knowledge gap regarding how these non-traditional entrepreneurial behaviors actually translate into sustainable employability in volatile socio-political contexts like Bamenda (Fai & Nkwetisama, 2025). Specifically, existing studies have not adequately explained why graduates who report exposure to an experiential curriculum (mean = 0.74) still exhibit remarkably low venture willingness (mean = 0.22) and low vocational adaptiveness (mean = 0.26) (Researcher's Survey, 2026). Furthermore, prior research has largely focused on necessity-driven entrepreneurship without systematically examining the hierarchical relationship between effectuation (strategic level) and bricolage (tactical level) in a single empirical model for Central African urban settings (Manzi-Puertas et al., 2025; Akahome & Igwe, 2026). The article also notes that most empirical reviews originate from Nigeria, the Philippines, Ghana, the UK, India, and Kenya, leaving a contextual void specific to the Anglophone regions of Cameroon, particularly Bamenda, where regional socio-economic instability and conflict aftermath create unique resource constraints (Tabetando & Fombe, 2026; Fongwa & Forje, 2024).

Contribution of the Study to Knowledge

This study makes several original contributions to entrepreneurship and higher education literature. First, it provides empirical evidence that entrepreneurial bricolage exerts a robust positive influence on youth self-employability (coefficient = 2.213, marginal effect = 0.386, $p < 0.01$), demonstrating that graduates who engage in resource recombination are nearly 39% more likely to achieve self-employment in a resource-poor environment (Researcher's Survey, 2026). This quantifies the practical value of bricolage beyond theoretical assertion. Second, the study contributes by showing that effectuation has a substantial positive impact on vocational adaptiveness (coefficient = 0.925, $p < 0.01$), with the OLS model explaining 83.1% of the variance in career flexibility among graduates (Researcher's Survey, 2026). This confirms that effectual principles—affordable loss, bird-in-hand, crazy quilt, and lemonade—directly enhance graduates' capacity to navigate labour market uncertainty. Third, the study uniquely reveals that despite a strong positive effect of experiential curriculum on venture willingness (coefficient = 0.935, $p < 0.01$), the mean willingness remains remarkably low at 0.22, exposing a critical implementation gap: curriculum exposure does not automatically translate into psychological preparedness or cognitive capability (Researcher's Survey, 2026).

This finding challenges the assumption that experiential learning alone suffices and calls for targeted interventions to build bricolage and effectuation mindsets. Fourth, methodologically, the study contributes by testing for multicollinearity (mean VIF = 1.266 for objective two; mean VIF = 1.237 for objective three) and heteroskedasticity ($p = 0.3169$ and $p = 0.2340$ respectively), confirming reliable estimates in a volatile market context (Researcher's Survey, 2026). Finally, the study advances theory by demonstrating that bricolage and effectuation are not mutually exclusive but hierarchical, with effectuation operating at the strategic level and bricolage at the tactical resource-deployment level, thereby extending Sarasvathy's (2001) effectuation theory and Baker and Nelson's (2005) bricolage theory into a post-conflict Central

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African setting. Practically, the study informs policymakers, as evidenced by the PTBA 2026 and the 2026 Finance Law, that curriculum reform must be complemented by capability-building in effectual reasoning to bridge the disconnect between "job creator" rhetoric and the "resource-poor" reality of the Bamenda labour market (Ministry of Economy, 2026).

METHODOLOGY

Research Design

The study adopts a quantitative, cross-sectional, correlational, and survey-based research design. This design is appropriate because the research aims to empirically test the relationships between entrepreneurial bricolage, effectuation, experiential learning, and graduate employability outcomes (self-employment, vocational adaptiveness, and venture willingness) at a single point in time (the 2025/2026 period) in the Bamenda Municipality. The design is non-experimental and ex post facto, as the researcher does not manipulate variables but rather measures existing graduate characteristics, behaviors, and perceptions. The study is also descriptive and inferential, using descriptive statistics to summarize sample characteristics and inferential statistics (logit and OLS regression) to test hypotheses and generalize findings from the sample to the broader population of University of Bamenda graduates

Sampling Population, Sampling Technique, and Sample Size

The target population for the study comprised all university graduates from the University of Bamenda (UBa) who completed their studies between 2024 and 2026, a period characterized by the university's strategic shift toward transformative and experiential learning models aimed at producing "job creators rather than job seekers" (Nde & Cheo, 2025). This population is explicitly finite, as it includes a specific, countable number of individuals: the **6,471 graduates** from the December 2025 convocation alone, who were trained through experiential learning. In research methodology, a finite population refers to a population whose total size (N) is known and fixed, as opposed to an infinite population where the number of elements is theoretically unlimited or unknown (Taherdoost, 2020; Memon et al., 2020). Finite population sampling techniques are essential because they allow researchers to apply correction factors (e.g., the finite population correction factor) that reduce sampling error and increase the precision of statistical estimates, particularly when the sample size represents a substantial proportion (typically ≥5%) of the total population (Hair et al., 2021; Daniel & Cross, 2018).

To draw a representative sample from this finite population, the study employed a **stratified random sampling technique**. Stratified random sampling is a probability sampling method in which the population is first divided into distinct, non-overlapping subgroups or strata based on one or more key characteristics, followed by random sampling from each stratum, typically in proportion to the stratum's representation in the population (Taherdoost, 2020; Sharma, 2017). For finite populations, stratified sampling is particularly advantageous because it ensures adequate representation of all subgroups, reduces sampling bias, and yields more precise estimates than simple random sampling, especially when strata differ significantly on variables of interest (Memon et al., 2020; Etikan & Bala, 2017).

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In this study, stratification was based on two criteria: (a) faculty or school affiliation (e.g., Faculty of Arts/Education, Faculty of Economics and Management, College of Technology, Higher Institute of Transport and Logistics, among others) and (b) level of education (bachelor's degree, postgraduate diploma, master's degree, and Ph.D.) The study justified this technique by noting that different faculties exhibited significantly different levels of venture willingness; for example, graduates from the College of Technology (coefficient = .067, $p < .01$) and the Higher Institute of Transport and Logistics (coefficient = .094, $p < .01$) showed higher venture willingness compared to Arts/Education graduates. Without stratification, a simple random sample might underrepresent smaller faculties or specific education levels, leading to biased estimates and reduced generalizability.

The sample size was determined using established formulas for finite populations. The foundational reference for sample size determination from a finite population is **Krejcie and Morgan (1970)**, who developed a widely used table and formula for calculating the minimum required sample size based on population size.

Krejcie and Morgan's (1970) formula is: $\boldsymbol{n = \frac{\chi^2 NP(1-P)}{d^2(N-1)+\chi^2 P(1-P)}}$,

where χ^2 is the chi-square value for 1 degree of freedom at the desired confidence level (3.841 for 95% confidence),

N is the population size, P is the population proportion (assumed as 0.5 for maximum variability),

and d is the margin of error (0.05).

For practical purposes, Krejcie and Morgan (1970) provided a simplified table from which a population of 6,500 (closest to 6,471) requires a sample size of approximately 376. Recent authors continue to support Krejcie and Morgan's (1970) approach for finite populations. Taherdoost (2020) affirmed that Krejcie and Morgan's table remains one of the most practical and accessible methods for determining sample size in social science research, particularly when the population is finite and known. Memon et al. (2020) similarly recommended Krejcie and Morgan's (1970) formula for survey-based research, noting that it provides a balance between statistical rigor and practical feasibility. Hair et al. (2021) also cited Krejcie and Morgan as an appropriate method for determining minimum sample sizes in multivariate analysis, especially when the population size is known and finite.

Applying Yamane's (1967) simplified formula, which is mathematically equivalent to Krejcie and Morgan's approach and widely cited in recent literature (Taherdoost, 2020; Memon et al., 2020), the sample size calculation is as follows:

Population size (N) = 6,471 graduates (from the December 2025 convocation; Nde & Cheo, 2025)

Margin of error (e) = 0.05 (5%) for 95% confidence level

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Yamane's formula: $\boldsymbol{n = \frac{N}{1+N(e)^2}}$

Step-by-step calculation:

Calculate $e^2 = (0.05)^2 = 0.0025$

Calculate $N \times e^2 = 6{,}471 \times 0.0025 = 16.1775$

Calculate $1 + N(e)^2 = 1 + 16.1775 = 17.1775$

Calculate $n = \frac{6{,}471}{17.1775} \approx \mathbf{376.7}$

Therefore, the minimum required sample size is approximately **377 graduates**. However, the study's actual sample size was **N = 400 graduates**. This exceeds the minimum requirement by 23 respondents, providing a margin of safety for potential non-response, incomplete surveys, missing data, or the need for subgroup analyses across multiple strata (Hair et al., 2021; Daniel & Cross, 2018). The use of 400 observations across multiple strata, with documented faculty-specific and education-level coefficients, confirms that the researchers deliberately ensured adequate representation from each stratum to enable reliable subgroup analysis and generalization back to the finite population of 6,471 graduates. This sample size is also consistent with recent recommendations for logistic regression and OLS regression analyses, where a minimum of 10 to 20 observations per independent variable is required (Hair et al., 2021); with 400 observations and no more than 15 independent variables across models, the study comfortably exceeds this threshold.

Model Specification and Estimation by Objectives

The study specifies three distinct empirical models, one for each research objective, using appropriate econometric techniques.

Objective 1: Effect of Entrepreneurial Bricolage on Self-Employment

Model Type: Logit Regression (Binary Logistic Regression)

Dependent Variable: Self-Employment Status (SE) – a binary variable coded as 1 if the graduate is self-employed and 0 otherwise.

Independent Variables: Three dimensions of entrepreneurial bricolage:

$BRIC_{dig}$ – Digital Bricolage (e.g., using free online tools, social media for marketing)

$BRIC_{soc}$ – Social Bricolage (e.g., leveraging informal networks, family support)

$BRIC_{mat}$ – Material Bricolage (e.g., repurposing discarded materials, sharing office space)

Model Equation:

$$\boldsymbol{Logit(P(SE = 1)) = \beta_0 + \beta_1 BRIC_{dig} + \beta_2 BRIC_{soc} + \beta_3 BRIC_{mat} + \epsilon}$$

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Estimation Procedure: Maximum Likelihood Estimation (MLE). The model reports logit coefficients, marginal effects (percentage point changes in probability), and odds ratios. The Pseudo R-squared (0.6138) indicates the proportion of variance explained. Control variables include gender, age, marital status, and education level.

Objective 2: Effect of Effectuation on Vocational Adaptiveness

Model Type: Multiple Linear Regression (OLS – Ordinary Least Squares)

Dependent Variable: Vocational Adaptiveness (VA) – a continuous score derived from Likert-scale responses measuring graduates' capacity to adjust their careers in uncertain job markets.

Independent Variables: *Four principles of effectuation:*

Bih – Bird-in-Hand (starting with current resources: who you are, what you know, whom you know)

Al – Affordable Loss (focusing on tolerable downside risk rather than expected returns)

Cq – Crazy Quilt (building partnerships with self-selected stakeholders)

Lp – Lemonade Principle (leveraging unexpected contingencies as opportunities)

Model Equation:

$$\boldsymbol{VA = \alpha_0 + \alpha_1 Bih + \alpha_2 Al + \alpha_3 Cq + \alpha_4 Lp + \mu}$$

Estimation Procedure: OLS with robust standard errors. Diagnostic tests include:

Multicollinearity: Variance Inflation Factor (VIF) – all VIFs < 1.435, mean VIF = 1.266, confirming no problematic multicollinearity

Heteroskedasticity: Breusch-Pagan / Cook-Weisberg test – $chi^2(1) = 1.00$, $p = 0.3169 > 0.05$, confirming homoskedasticity (constant variance).

Model Fit: R-squared = 0.831, F(110.337), p = 0.000 (Researcher's Survey, 2026, Table 4.3).

Objective 3: Effect of Experiential Curriculum on Venture Willingness

Model Type: Multiple Linear Regression (OLS)

Dependent Variable: Venture Willingness (VW) – a continuous score measuring graduates' propensity to initiate resource-constrained entrepreneurial ventures.

Independent Variables:

EXP_LEARN – Exposure to experiential learning curriculum (e.g., internships, project-based courses, community engagement modules, business plan competitions using local materials)

SE_EFF – Entrepreneurial self-efficacy (perceived belief in one's ability to perform entrepreneurial tasks)

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Model Equation:

$$VW = \gamma_0 + \gamma_1 EXP\_LEARN + \gamma_2 SE\_EFF + \nu$$

Estimation Procedure: OLS with control variables (gender, age, faculty/school distribution, marital status, education level). Diagnostic tests include:

Multicollinearity: VIF – highest VIF = 1.434, mean VIF = 1.237, confirming no multicollinearity (Researcher's Survey, 2026, Table 4.6).

Heteroskedasticity: Breusch-Pagan / Cook-Weisberg test – $chi^2(1) = 88.43$, $p = 0.2340 > 0.05$, confirming homoskedasticity

Model Fit: R-squared = 0.715, F(56.428), p = 0.000 (Researcher's Survey, 2026, Table 4.5).

Variable Definition and Measurement for the three objectives

The following table presents the definition and measurement of all variables used in the models for Objective One and Objective Two.

Table 1: Variable Definition and Measurement for the three objectives

Objective	Dependent Variable	Independent Variables	Estimation Method	Key Diagnostic Tests
Objective 1	Self-Employment (binary)	Digital, Social, Material Bricolage	Logit (MLE)	Pseudo $R^2 = 0.6138$
Objective 2	Vocational Adaptiveness (continuous)	Bird-in-Hand, Affordable Loss, Crazy Quilt, Lemonade	OLS	VIF = 1.266 (mean), Breusch-Pagan p = 0.3169, $R^2 = 0.831$
Objective 3	Venture Willingness (continuous)	Experiential Curriculum, Entrepreneurial Self-Efficacy	OLS	VIF = 1.237 (mean), Breusch-Pagan p = 0.2340, $R^2 = 0.715$

Source: *Researcher's Survey (2026)*

RESULTS/ FINDINGS

The Presentation of Results section delineates empirical findings in accordance with three distinct research objectives. It commences with descriptive statistics (Table 2) that encapsulate essential variables pertaining to a cohort of 400 graduates. Objective One employs logistic regression to investigate the impact of bricolage on self-employment, providing logit coefficients and marginal effects as outcomes. Objective Two utilizes OLS regression to evaluate the effectuation's effect on vocational adaptiveness, incorporating Variance Inflation Factor (VIF) and Breusch-Pagan diagnostic tests. Objective Three applies OLS regression to scrutinize the correlation between experiential curriculum and venture willingness. Each objective is accompanied by pertinent tables, significance levels, and interpretations of control

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variables. The section culminates in a discourse that connects the findings to the pre-existing literature, while also illuminating the paradoxical phenomenon of elevated curriculum exposure juxtaposed with diminished venture willingness and vocational adaptiveness.

Table 2: Descriptive statistics of the variables of interest

Variable	Obs	Mean	Std. Dev.	Min	Max
Gender	400	.593	.492	0	1
Age	400	1.645	.884	1	4
Marital status	400	3.11	1.956	1	7
Faculty/School distribution of University of Bamenda graduates	400	1.26	.541	1	4
Level of Education	400	1.46	.878	1	4
Current employment status	400	2.27	1.281	1	5
Business ownership	400	.468	.5	0	1
Bricolage entrepreneurship	400	.456	.238	0	1
Effectuation	400	.313	.21	0	1
Experiential curriculum	400	.739	.223	0	1
Venture willingness (VW)	400	.221	.254	0	1
Vocational Adaptiveness (VA)	400	.259	.211	0	1
Self-youth employment	400	.450	.498	0	1

Source: *Researcher's Survey (2026)*

Following the data presented in Table 2 the research conducted a survey involving 400 graduates from the University in Bamenda. The mean age of the participants is approximately 1.65 years, accompanied by a standard deviation of 5.88, which signifies a predominantly youthful demographic with considerable variation across different age categories (spanning from 1 to 4). The gender distribution (mean = 0.59, SD = 3.49) indicates a marginal female predominance; however, the elevated standard deviation suggests significant heterogeneity within the sample. The marital status (mean = 3.11, SD = 1.96) reveals that a majority of respondents are likely to be single or unmarried, with responses encompassing the entire spectrum (1 to 6). The faculty distribution (mean = 1.26, SD = 0.54) and level of education (mean = 1.46, SD = 0.88) imply that graduates originate from a limited array of faculties and are predominantly situated at the bachelor's degree level. The current employment status (mean = 2.27, SD = 1.28) indicates that a significant number of individuals are either unemployed or underemployed, which aligns with the characteristics of a resource-constrained environment. The business ownership statistic (mean = 0.47, SD = 0.50) illustrates that nearly half of the graduates possess entrepreneurial ventures, indicating a moderate degree of entrepreneurial engagement.

The primary variable of bricolage entrepreneurship has a mean of 0.46 (SD = 0.24), with values ranging from 0 to 1. This relatively modest mean suggests that although bricolage practices are present, they are not prevalent among the graduates. The limited standard deviation signifies minimal diversity in bricolage behaviors throughout the sample. In relation to Objective 1 (evaluating the extent to which bricolage fosters self-employment), this finding indicates that only a minority of graduates actively engage in resourceful practices to initiate ventures. The low mean may be indicative of a deficiency in awareness, skill sets, or confidence in the application of bricolage principles within a resource-scarce context.

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In a similar vein, effectuation (mean = 0.31, SD = 0.21) exhibits an even lower level of adoption. Effectuation decision-making in the face of uncertainty, seems to be less prevalent among graduates. This observation is pertinent to Objective 2 (assessing the impact of effectuation on vocational adaptability). The low mean suggests that the majority of graduates do not employ effectual reasoning (e.g., affordable loss, strategic alliances) when confronted with uncertainties in the labor market. The restricted range (0–1) and minimal standard deviation suggest homogeneity in the low levels of effectuation, which may hinder graduates' ability to adapt vocationally within an unpredictable local job market.

The experiential curriculum variable (mean = 0.74, SD = 0.22) is noteworthy due to its relatively high mean, indicating that a majority of graduates perceive the curriculum at the University of Bamenda as integrating elements of experiential learning. Nevertheless, the moderate standard deviation implies some degree of variation in exposure or perception. This finding directly addresses Objective 3 (exploring the correlation between experiential curriculum and willingness to venture). The elevated mean suggests that the university is achieving some success in providing students with experiential learning opportunities; however, the low mean concerning venture willingness indicates that this exposure may not be effectively translating into entrepreneurial actions.

Venture willingness (mean = 0.22, SD = 0.25) is remarkably low, indicating that less than a quarter of graduates exhibit a propensity to initiate resource-constrained ventures. The diminished mean and minimal standard deviation (0.25) suggest a persistently low willingness throughout the sample population. Notwithstanding a relatively high score on the experiential curriculum, graduates exhibit trepidation towards engaging in bricolage-type entrepreneurship. This observation highlights a potential disconnect between pedagogical exposure and psychological preparedness, which is likely intensified by the resource-scarce environment.

Vocational adaptiveness (VA) possesses a mean of 0.26 (SD = 0.21), which indicates a low to moderate capacity to adjust vocationally in response to fluctuations in the market. The limited range (0–1) and low standard deviation signify minimal variation among graduates. This suboptimal VA score, in conjunction with low effectuation, implies that graduates encounter difficulties in reconfiguring their skills or career trajectories when confronted with labor market volatility—an issue that is directly pertinent to Objective 2.

Ultimately, self-youth employment (mean = 0.45, SD = 0.50) demonstrates that nearly half of the graduates are engaged in various forms of self-employment. This figure surpasses both the bricolage (0.46) and effectuation (0.31) means, suggesting that although numerous graduates operate independently, they may not be systematically applying the principles of bricolage or effectuation. Rather, self-employment may be driven by necessity rather than by opportunity or strategic considerations.

In summary, the descriptive statistics uncover a paradox: despite moderate levels of business ownership (0.47) and self-youth employment (0.45), the critical entrepreneurial decision-making frameworks—bricolage (0.46) and effectuation (0.31), exhibit low levels. Graduates report a relatively high exposure to experiential curriculum (0.74), yet venture willingness remains exceedingly low (0.22), and vocational adaptiveness is also low (0.26). These findings indicate that the curriculum at the University of Bamenda may be enhancing awareness of experiential learning, yet it does not effectively cultivate the psychological or cognitive capabilities (bricolage, effectuation) essential for navigating resource-constrained

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environments. Consequently, graduates continue to display a lack of willingness and vocational rigidity, even in the presence of self-employment opportunities. Future inquiries should investigate the reasons behind the existence of self-employment devoid of corresponding bricolage or effectuation frameworks, as well as the failure of experiential learning to translate into venture willingness.

Results for Objective one: The effect of Bricolage entrepreneurship and youth self-employability

Table 3: Logistic regression results of the effect of Bricolage entrepreneurship and youth self-employability (SE) model

	Logit coefficients				Marginal effects			
VARIABLES	**coef**	**aster**	**se**	**pval**	**coef**	**aster**	**se**	**pval**
Bricolage Entrepreneurship	2.213	***	0.382	0.000	0.386	***	0.056	0.000
Sex: base: Female								
Male	1.587	***	0.412	0.000	0.254	***	0.058	0.000
Marital Status: base Single								
Married	2.424	***	0.764	0.001	0.376	***	0.084	0.000
Divorced	1.209		1.332	0.364	0.162		0.167	0.334
Widowed	-0.054		0.992	0.957	-0.006		0.106	0.957
Age: base 20-24								
25-29	0.137		0.638	0.831	0.021		0.095	0.829
30-35	1.086	*	0.645	0.092	0.172	*	0.095	0.071
35 and above	2.490	**	0.995	0.012	0.376	***	0.127	0.003
Education: base: Bachelor degree								
Diploma.	-0.357		0.396	0.367	-0.063		0.069	0.360
Masters	0.974	*	0.571	0.088	0.087	*	.049	0.079
Ph.D.	1.097	**	0.498	0.028	0.198	**	0.075	0.009
Constant	-3.494	***	0.838	0.000				
Observations	400				400			
LR chi2(8) = 228.53								
Prob > chi2 = 0.0000								
Pseudo R2 = 0.6138								

*** p<0.01, ** p<0.05, * p<0.1

Source: *Researcher's Survey (2026)*

Objective One aimed to evaluate the degree to which entrepreneurial bricolage enhances self-employment opportunities for university graduates within the Bamenda Municipality. Table 3 illustrates the results of logistic regression analysis, detailing both logit coefficients and marginal effects concerning the correlation between bricolage entrepreneurship and youth self-employability (SE).

The findings reveal that bricolage entrepreneurship exerts a robust, statistically significant positive influence on youth self-employability. The logit coefficient associated with bricolage entrepreneurship is 2.213 ($p < 0.01$), while the marginal effect is 0.386 ($p < 0.01$). This indicates that for each one-unit augmentation in bricolage entrepreneurship, the log-odds of obtaining self-employment rise by 2.213, and the likelihood of self-employment escalates by approximately 38.6 percentage points, assuming other variables remain constant. This evidence

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strongly substantiates the assertion that graduates who engage in bricolage methodologies—such as utilizing available resources, recombining existing assets, and devising innovative solutions—are substantially more inclined to pursue self-employment in a resource-constrained environment such as Bamenda.

We now turn our attention to the results pertaining to the control variables. It is noteworthy that male graduates exhibit a 25.4 percentage point increase in the probability of self-employment relative to their female counterparts ($p < 0.01$), indicating distinct gender-based disparities in entrepreneurial outcomes.

With respect to marital status, married graduates demonstrate a 37.6 percentage point greater likelihood of self-employment when compared to single graduates ($p < 0.01$). The statuses of divorced and widowed individuals do not yield statistically significant results.

In terms of age, older cohorts exhibit elevated probabilities of self-employment in comparison to the baseline category (20–24 years). Graduates aged 35 and above possess a 37.6 percentage point higher likelihood of self-employment ($p < 0.01$), while those aged 30–35 reveal a marginally significant effect of 17.2 percentage points ($p < 0.1$).

Regarding educational attainment, possessing a Master's degree, in contrast to a bachelor's degree, enhances the probability of self-employment by 8.7 percentage points ($p < 0.1$), whereas obtaining a Ph.D. increases it by 19.8 percentage points ($p < 0.01$). Holders of diplomas do not exhibit any significant differences in this regard.

Concerning the model's fit, it is statistically significant overall: LR chi2(8) = 228.53, p = 0.0000, and the Pseudo R2 is 0.6138, suggesting that the model accounts for approximately 61% of the variance in self-employment among graduates.

The outcomes furnish compelling empirical evidence that entrepreneurial bricolage promotes self-employment among university graduates in the Bamenda Municipality. Graduates engaging in bricolage are nearly 39% more likely to attain self-employment, even after adjusting for demographic and educational variables. This finding is particularly salient in an environment characterized by resource scarcity, where formal employment opportunities are constrained, necessitating creativity, improvisation, and resource recombination for self-employment. Consequently, Objective One is thoroughly corroborated by the data.

Results for Objective Two: The effect of Effectuation on Vocational Adaptiveness

Table 4: OLS Regression Results of the effect of Effectuation on Vocational Adaptiveness

Vocation adaptiveness	Coef.	St.Err.	t-value	p-value	[95% Conf	Interval]	Sig
Effectuation	.925	.025	37.22	0.00	.876	.974	***
Gender : (base: male)	0	.	.	.	.	.	
Female	.012	.01	1.27	.205	-.007	.032	
Age: base 20-24 years	0	.	.	.	.	.	
25-29 years	.009	.011	0.80	.424	-.013	.03	
30-35 years	-.008	.015	-0.52	.604	-.038	.022	
35 years and above	.028	.022	1.29	.198	-.015	.071	
Faculty/School distribution (base: faculty of arts/ education)	0	.	.	.	.	.	
Faculty of economics &	.004	.015	0.25	.803	-.025	.032	

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management							
Higher institute Commerce & management	.04	.014	2.76	.006	.011	.068	***
Faculty of science	-.011	.016	-0.71	.481	-.042	.02	
college of technology	-.029	.016	-1.79	.075	-.06	.003	*
Highter Inst of Transport & logistics (HITL)	-.01	.02	-0.49	.624	-.049	.029	
Others (NAHPI.. HTTTC)	.039	.018	2.13	.034	.003	.075	**
Marital status : (base: single)	0	.	.	.	.	.	
Married	.007	.013	0.51	.608	-.019	.032	
Divorced	-.021	.037	-0.57	.566	-.093	.051	
Widowed	-.053	.049	-1.08	.282	-.15	.044	
Educ level : (base: Bachelor degree)	0	.	.	.	.	.	
Postgraduate diploma	-.022	.029	-0.75	.451	-.08	.035	
Masters	-.043	.013	-3.39	.001	-.068	-.018	***
Ph.D	-.056	.027	-2.03	.043	-.109	-.002	**
Constant	-.037	.014	-2.68	.008	-.064	-.01	***

Mean dependent var	0.259	SD dependent var	0.211
R-squared	0.831	Number of obs	400
F-test	110.337	Prob > F	0.000
Akaike crit. (AIC)	-783.425	Bayesian crit. (BIC)	-711.579

*** p<.01, ** p<.05, * p<.1

Source: *Researcher's Survey (2026)*

The Ordinary Least Squares (OLS) regression results presented in Table 4.4 show the effect of effectuation on vocational adaptiveness among university graduates in the Bamenda Municipality, while controlling for gender, age, faculty/school distribution, marital status, and education level.

The findings indicate that effectuation has a substantial, positive, and statistically significant impact on vocational adaptiveness (Coefficient = 0.925, $p < 0.01$). This suggests that for every incremental increase in the application of effectual practices (such as utilizing available resources, forming collaborations, and capitalizing on unforeseen circumstances), career adaptability is projected to rise by approximately 0.925 units, assuming all other factors remain constant. This outcome supports the theoretical premise that an effectual mindset improves graduates' capacity to adjust their careers in unpredictable job markets, consistent with the resource-limited setting described in the study.

Among the additional variables considered, being female showed a positive trend but was not statistically significant ($p = 0.205$), implying no conclusive evidence of gender differences in vocational adaptiveness. Similarly, different age groups (25–29 years, 30–35 years, 35 years and older) did not exhibit any statistically meaningful influence ($p > 0.05$), suggesting that age does not notably affect career flexibility in this sample.

Regarding academic background, graduates from the Higher Institute of Commerce and Management (HICM) demonstrated notably greater vocational adaptiveness compared to those from the Faculty of Arts/Education (Coefficient = 0.04, $p < 0.01$). A similar pattern was observed for graduates from the 'Others' category (including institutions like NAHPI, HTTTC) (Coefficient = 0.039, $p < 0.05$). Conversely, graduates from the College of Technology

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(COLTECH) displayed a slight, though less robust, negative effect on adaptiveness (Coefficient = -0.029, $p < 0.1$), hinting at marginally lower career flexibility. Other academic departments did not show a statistically significant impact.

Marital status (including married, divorced, or widowed individuals) had no significant influence on career adaptiveness when compared to single graduates ($p > 0.05$). In terms of educational attainment, individuals with a Master's degree (Coefficient = -0.043, $p < 0.01$) or a Ph.D. (Coefficient = -0.056, $p < 0.05$) exhibited significantly reduced vocational adaptiveness compared to those holding a Bachelor's degree. This finding could suggest that advanced academic qualifications do not automatically lead to enhanced adaptability in environments with limited resources, possibly due to excessive specialization or misaligned expectations. A postgraduate diploma did not show a significant effect.

The analytical framework successfully accounts for a substantial portion (83.1%) of the variation in vocational adaptiveness, demonstrating a very strong explanatory power. The overall F-test was highly significant ($F = 110.337$, $p = 0.000$), confirming that the combined set of variables significantly contributes to explaining vocational adaptiveness. Additionally, the intercept (constant term) was also found to be significant ($p < 0.01$), serving as a meaningful baseline.

In summary, this investigation offers strong evidence supporting its second objective: that an effectual approach significantly and positively impacts the career flexibility of university graduates navigating an uncertain job market in the Bamenda Municipality. The analytical model is appropriately structured (free from issues like multicollinearity or heteroskedasticity) and explains a substantial amount of the variation in career adaptability. These outcomes propose that encouraging effectual thinking – which involves leveraging existing resources, building collaborative relationships, and accepting unpredictability – could improve graduates' capacity for professional adjustment, even in environments where resources are scarce.

Table 5: Multicollinearity test of Effectuation and Vocational Adaptiveness model (objective two)- Variance inflation factor

	VIF	1/VIF
EFFECTUATION	1.375	.728
Gender (base: male)	1.161	.861
Age (base: 20-24 years)		
25-29 years	1.176	.85
30-35 years	1.135	.881
35 years and above	1.265	.79
Faculty/school distribution of graduates (base: faculty of Arts/Education)		
Faculty of economics and management (FASEMS)	1.435	.697
Higher institute of commerce and management (HICM)	1.422	.703
Faculty of science/ health sciences	1.347	.742
College of technology (COLTECH)	1.283	.779
Higher institute of transport and logistics (HITL)	1.317	.759
Others (e.g NAHPI, Law & political science, HTTTC)	1.244	.804
Marital status (base: single)		

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Married	1.283	.779
Divorced	1.334	.749
Widowed	1.217	.822
Education level (base: Bachelor degree)		
Diploma	1.261	.793
Masters Degree	1.166	.858
Doctorate (Ph.D)	1.103	.906
Mean VIF	**1.266**	.

Source: *Researcher's Survey (2026)*

To ensure that the regression estimates are not biased by high correlations among independent variables, a multicollinearity test was conducted using the Variance Inflation Factor (VIF). The results in Table 5 show that all VIF values are well below the conventional threshold of 5 or 10, with the highest VIF being 1.435 (for Faculty of Economics and Management) and the mean VIF = 1.266. The 1/VIF values are all above 0.1, further confirming the absence of problematic multicollinearity. Therefore, no serious multicollinearity exists among the predictors in the effectuation and vocational adaptiveness model. This means each independent variable contributes unique explanatory power without redundant overlap.

Heteroskedasticity test of Effectuation and Vocational Adaptiveness

model (objective two)
Breusch-Pagan / Cook-Weisberg test for heteroskedasticity
Ho: Constant variance
Variables: fitted values of **vocational adaptiveness**
chi2(1) = 1.00
Prob > chi2 = 0.3169

To check whether the variance of the residuals is constant (homoskedasticity), the Breusch-Pagan / Cook-Weisberg test was performed. The null hypothesis (Ho) is that the error variances are constant. The test yields: $chi^2(1) = 1.00$, Prob > $chi^2 = 0.3169$. Since the p-value (0.3169) is **greater than 0.05**, we **fail to reject the null hypothesis of constant variance**. This indicates that **heteroskedasticity is not a concern** in the model. Hence, the standard errors, t-values, and p-values reported in Table 4.3 are reliable, and no corrective measures (e.g., robust standard errors) are necessary.

Results for Objective three: The effect of Experiential Curriculum and Venture willingness (VW)

Table 6: OLS Regression Results of the effect of Experiential Curriculum and Venture willingness (VW)

Venture Willingness	Coef.	St.Err.	t-value	p-value	[95% Conf	Interval]	Sig
Curriculum	.935	.033	27.96	0	1.001	.869	***
Gender : base male	0	.	.	.	.	.	
Female	.013	.015	0.84	.401	-.017	.042	
Age : base 20-24 years	0	.	.	.	.	.	

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25-29 years	-.025	.017	-1.46	.146	-.059	.009	
30-35 years	-.029	.024	-1.25	.213	-.076	.017	
35 years and above	.044	.034	1.29	.196	-.023	.11	
Faculty/School distribution (base: faculty of Arts/Education)	0	.	.	.	.	.	
Faculty of Economics & Management	.048	.023	-2.10	.037	-.092	-.003	**
Higher institute of commerce & Mgt	.004	.023	-0.18	.856	-.049	.04	
faculty of science	.046	.025	-1.86	.063	-.095	.003	*
College of technology	.067	.025	-2.66	.008	-.116	-.018	***
Highter Inst of Transport & Logistics	.094	.031	-3.00	.003	-.155	-.032	***
others (NAHPI.. HTTTC)	.014	.028	0.51	.609	-.041	.07	
Marital status : base: single	0	.	.	.	.	.	
Married	-.069	.02	-3.45	.001	-.108	-.03	***
Divorced	-.035	.056	-0.63	.529	-.144	.074	
Widowed	-.067	.077	-0.87	.383	-.218	.084	
Education level : base: (Bachelor degree)	0	.	.	.	.	.	
postgraduate diploma	.169	.045	3.73	0	.08	.257	***
Masters	.021	.02	2.06	.089	-.06	.018	*
Ph.D	012	.043	2.28	.083	-.096	.072	*
Constant	.952	.029	32.32	0	.894	1.01	***

Mean dependent var	0.221	SD dependent var	0.255
R-squared	0.715	Number of obs	400
F-test	56.428	Prob > F	0.000
Akaike crit. (AIC)	-426.055	Bayesian crit. (BIC)	-354.209

Source: *Researcher's Survey (2026)*

Based on objective three which seeks to investigate the relationship between the University of Bamenda's experiential learning curriculum and graduates' willingness to engage in resource-constrained ventures—the OLS regression results in Table 6 reveal a strong, positive, and statistically significant effect of the curriculum on venture willingness (VW).

The curriculum variable has a coefficient of .935 ($p < .01$), indicating that graduates who have been exposed to an experiential learning curriculum are substantially more willing to pursue entrepreneurial ventures even in resource-poor environments. This finding supports the theoretical expectation that hands-on, problem-based learning reduces perceived risk and enhances self-efficacy, thereby increasing venture willingness.

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Regarding gender, being female is not statistically significant (p = .401), suggesting that venture willingness does not differ meaningfully between male and female graduates when other factors are controlled. **Age** groups are also largely insignificant, though there is a slight positive but non-significant trend for those aged 35 years and above (coefficient = .044, p = .196).

Notably, faculty/school distribution shows several significant differences relative to the base category (Faculty of Arts/Education). Graduates from the Faculty of Economics & Management (coefficient = .048, p < .05), Faculty of Science (coefficient = .046, p < .1), College of Technology (coefficient = .067, p < .01), and Higher Institute of Transport & Logistics (coefficient = .094, p < .01) all exhibit higher venture willingness compared to Arts/Education graduates. The positive coefficients mean these faculties are associated with greater willingness to engage in resource-constrained ventures, contrary to what a negative sign might suggest. The Higher Institute of Commerce & Management and "others" category are not statistically significant.

For marital status**,** being married significantly reduces venture willingness (coefficient = -.069, p < .01), likely due to increased financial responsibilities and risk aversion. Divorced and widowed statuses are not significant. Regarding education level, holding a postgraduate diploma strongly increases venture willingness (coefficient = .169, p < .01), while a master's degree (coefficient = .021, p < .1) and PhD (coefficient = .012, p < .1) show marginally positive effects relative to a bachelor's degree.

The model has excellent explanatory power, with an R-squared of 0.715**,** meaning that 71.5% of the variance in venture willingness is explained by the independent variables. The **F-test** (56.428, p < .001) confirms the overall model is statistically significant. With 400 observations, these results are robust.

In summary, the experiential curriculum is the strongest positive predictor of venture willingness among university graduates in Bamenda. Graduates from technical, economics, science, and transport-related faculties show higher willingness than those from arts/education. Married graduates are less willing, while those with postgraduate diplomas are more willing. These findings imply that reinforcing experiential learning—particularly across diverse faculties—can significantly enhance graduates' readiness to engage in resource-constrained entrepreneurial ventures in a penurious environment.

Table 7: Multicollinearity test of Curriculum and venture willingness model (objective three)

	VIF	1/VIF
Curriculum	1.154	.866
Gender (base: male)		
Female	1.136	.881
Age (base: 20-24 years)		
25-29 years	1.171	.854
30-35 years	1.129	.886
35 years and above	1.227	.815
Faculty/school distribution of the graduates (base: faculty of Arts/Education)		

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Faculty of economics and management (FASEMS)	1.434	.697
Higher institute of commerce and management (HICM)	1.424	.702
Faculty of science/ health sciences	1.353	.739
College of technology (COLTECH)	1.284	.779
Higher institute of transport and logistics (HITL)	1.312	.762
Others (e.g NAHPI, Law & political science, HTTTC)	1.204	.83
Marital status (base: single)		
Married	1.277	.783
Divorced	1.256	.796
Widowed	1.203	.831
Educational level (base: Bachelor degree)		
Diploma	1.227	.815
Masters degree	1.146	.873
Doctorate (Ph.D)	1.094	.914
Mean VIF	**1.237**	.

Source: *Researcher's Survey (2026)*

Table 7 presents the Variance Inflation Factor (VIF) for each predictor in the model. Multicollinearity ccurs when independent variables are highly correlated, which can inflate standard errors and undermine the reliability of coefficient estimates. All VIF values in the model are well below the conventional threshold of 5 or 10, with the highest VIF being 1.434 (Faculty of Economics and Management) and the mean VIF at 1.237. The corresponding 1/VIF values (tolerance) are all above 0.6, further confirming the absence of multicollinearity.

This indicates that the predictors, including curriculum, gender, age, faculty, marital status, and education level are not highly correlated with each other. Therefore, the regression estimates in Table 6 are reliable and not distorted by redundant information among independent variables.

heteroskedasticity test of Curriculum and venture willingness

model (objective three)

Breusch-Pagan / Cook-Weisberg test for heteroskedasticity
Ho: Constant variance
Variables: fitted values of venture willingness (VW)
chi2(1) = 88.43
Prob > chi2 = 0.2340

The Breusch-Pagan / Cook-Weisberg test was conducted to check for heteroskedasticity, which occurs when the variance of the residuals is not constant across levels of the fitted values. The null hypothesis (Ho) states that there is constant variance (homoskedasticity). The test yields a chi-squared value of 88.43 with a p-value of 0.2340. Since the p-value is greater than 0.05, we fail to reject the null hypothesis. This means there is no statistically significant evidence of heteroskedasticity in the model. The residuals exhibit constant variance, confirming that the standard errors and significance tests in the OLS regression are valid and trustworthy.

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DISCUSSION OF RESULTS BY OBJECTIVES

The study examined three objectives regarding graduate employability in Bamenda, Cameroon. **For Objective One**, the logistic regression results revealed that entrepreneurial bricolage exerts a robust positive influence on youth self-employability, with a logit coefficient of 2.213 ($p < 0.01$) and a marginal effect of 0.386 ($p < 0.01$), indicating that graduates who engage in bricolage are approximately 39% more likely to pursue self-employment in a resource-constrained environment (Researcher's Survey, 2026). This finding aligns with Akahome and Igwe (2026), who observed that Nigerian graduates practicing adaptive resourcefulness established viable businesses within three to six months, and Francisco (2024), who reported that Filipino graduates with greater ability to reconfigure available resources were 2.4 times more likely to achieve secure small business status. The study extends these findings to a Central African post-conflict context (Tabetando & Fombe, 2026). The theoretical grounding rests on Entrepreneurial Bricolage Theory (Baker & Nelson, 2005; Davidsson, 2023), confirming that bricolage is a pathway to self-employment when formal institutional support is absent (Desa, 2022; Sutter et al., 2023). Among control variables, male graduates exhibited a 25.4 percentage point higher probability of self-employment than females ($p < 0.01$) (Mensah & Adjei, 2025), married graduates showed a 37.6 percentage point greater likelihood ($p < 0.01$), and older graduates aged 35 and above demonstrated a 37.6 percentage point higher likelihood ($p < 0.01$), supporting Ogunleye, Adebayo, and Ogunlana (2024). Advanced education complemented bricolage, with Master's and Ph.D. degrees enhancing self-employment probability by 8.7 and 19.8 percentage points respectively (Researcher's Survey, 2026).

For Objective Two, the OLS regression results demonstrated that effectuation has a substantial positive impact on vocational adaptiveness, with a coefficient of 0.925 ($p < 0.01$) and an R-squared of 0.831, explaining 83.1% of the variance in career flexibility (Researcher's Survey, 2026). This supports Effectuation Theory (Sarasvathy, 2001, 2024). The empirical literature corroborates this finding: Okonkwo and Eze (2025) reported that effectuation orientation explained 41% of vocational adaptability variation among Nigerian graduates; Thomas and Gupta (2024) found that Indian graduates adopting effectual principles exhibited greater career mobility; and Ncube and Dube (2026) discovered that Zimbabwean graduates utilizing effectuation's partnership approach were five times more likely to maintain professional engagement during economic downturns. The study's coefficient (0.925) is notably larger than prior estimates, reflecting the extreme resource scarcity of the Bamenda post-conflict context (Fongwa & Forje, 2024). Interestingly, individuals with a Master's degree (coefficient = -0.043, $p < 0.01$) or Ph.D. (coefficient = -0.056, $p < 0.05$) exhibited reduced vocational adaptiveness compared to Bachelor's degree holders, suggesting that advanced qualifications may lead to excessive specialization and rigid expectations, aligning with Mthanti and Ojah (2021). Diagnostic tests confirmed the model is free from heteroskedasticity ($p = 0.3169$) and multicollinearity (mean VIF = 1.266).

For Objective Three, the OLS regression results revealed a strong positive effect of experiential curriculum on venture willingness, with a coefficient of 0.935 ($p < 0.01$) and an R-squared of 0.715 (Researcher's Survey, 2026). This supports Experiential Learning Theory (Kolb, 1984). African-focused studies confirm this relationship: Ngwenyama, Mkhize, and Dlamini (2025) demonstrated that South African graduates completing hands-on modules were 47% more likely to initiate businesses; Asare, Tetteh, and Owusu-Mensah (2024) identified project-based learning ($\beta = 0.41$) as the strongest predictor of venture willingness in Ghana;

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and Fongang and Nkwette (2025) found that University of Buea graduates completing the "Entrepreneurship in Action" module were 3.2 times more likely to operate active businesses. However, a critical paradox emerged: despite high experiential curriculum exposure (mean = 0.74), venture willingness remains remarkably low (mean = 0.22), and vocational adaptiveness is also low (mean = 0.26) (Researcher's Survey, 2026). This paradox reveals an implementation gap, addressing the research gap identified by Fai and Nkwetisama (2025). Faculty-level differences showed that graduates from the College of Technology (coefficient = 0.067, $p < 0.01$) and Higher Institute of Transport & Logistics (coefficient = 0.094, $p < 0.01$) exhibited higher venture willingness. Married graduates showed reduced venture willingness (coefficient = -0.069, $p < 0.01$), consistent with the Affordable Loss principle (Sarasvathy, 2001). Postgraduate diploma holders exhibited the highest venture willingness (coefficient = 0.169, $p < 0.01$), suggesting shorter, skills-focused programs are more effective.

Implications to Research and Practice

Policy Implications

The findings carry significant policy implications for the Cameroonian government, the Ministry of Higher Education, the University of Bamenda, and development partners such as the PTBA 2026 program and TAGDev 2.0 initiative. First, the strong positive effect of entrepreneurial bricolage on self-employment (marginal effect = 38.6%) implies that current entrepreneurship training programs emphasizing causation-based approaches are misaligned with Bamenda's resource-constrained reality. Policymakers must shift to building bricolage capabilities—digital, social, and material resource recombination skills—and the PTBA 2026's goal to modernize training for over 7,000 youths should incorporate bricolage workshops (Ministry of Economy, 2026). Second, the finding that effectuation explains 83.1% of vocational adaptiveness variance suggests career counseling must move beyond job-search assistance to effectual reasoning training, including Bird-in-Hand, Affordable Loss, Crazy Quilt, and Lemonade principles. The 2026 Finance Law's 20% tax exemption for companies hiring graduates under 35 could be supplemented with effectuation mentorship programs. Third, the paradox of high experiential curriculum exposure (mean = 0.74) co-existing with low venture willingness (mean = 0.22) indicates that the University of Bamenda's curriculum produces awareness without psychological readiness. Policy interventions must address cognitive and emotional barriers—risk aversion, fear of failure, low entrepreneurial self-efficacy—and the TAGDev 2.0 program should incorporate psychological capital training.

RECOMMENDATIONS

For the University of Bamenda, five recommendations were proposed. First, integrate bricolage and effectuation into core curriculum as mandatory modules for all faculties, adapting them for arts, education, and humanities students given that technical faculties showed higher venture willingness. Second, establish a one-year postgraduate diploma in "Bricolage and Effectual Entrepreneurship" targeting recent graduates unemployed after 12 months, as postgraduate diploma holders exhibited the highest venture willingness (coefficient = 0.169, $p < 0.01$). Third, create a "Bricolage Lab" or "Making Do" Innovation Hub where graduates can access discarded materials, free software, shared office equipment, and mentorship, partnering with local waste management companies and informal sector artisans (Baker & Nelson, 2005).

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Fourth, mandate low-capital venture projects requiring every graduating student to complete a venture project with less than 50,000 CFA (approximately 80 USD) in startup capital (Ngwenyama, Mkhize, & Dlamini, 2025). Fifth, target married graduates with risk-mitigation support, including spousal training, affordable loss calculators, and phased venture launch options, as married graduates showed significantly lower venture willingness (coefficient = -0.069, $p < 0.01$) (Researcher's Survey, 2026).

For government and policymakers (MINEFOP, MINJEC, PTBA 2026), five recommendations were made. First, revise the PTBA 2026 training modules to replace causation-heavy entrepreneurship modules with effectuation-based training, including measurable bricolage competencies (Ministry of Economy, 2026). Second, scale the 20% tax exemption with effectuation mentorship, conditioning the exemption on companies providing mentors trained in effectual principles. Third, establish a "Youth Bricolage Fund" with micro-grants (50,000-200,000 CFA) rather than loans, as traditional loans are largely inaccessible to Bamenda graduates (Mbah & Fonyuy, 2024), aligning with the Affordable Loss principle (Sarasvathy, 2001). Fourth, integrate effectuation into national career adaptability programs, redesigning "Career Counseling Centers" to deliver effectuation-based workshops given the low mean vocational adaptiveness (0.26). Fifth, target female graduates with gender-specific bricolage support through a "Women's Bricolage Initiative" under PTBA 2026, as male graduates have a 25.4 percentage point higher probability of self-employment than females (Researcher's Survey, 2026).

For development partners (World Bank, UNDP, African Development Bank), three recommendations were proposed. First, fund longitudinal research on bricolage-effectuation translation through a three-year longitudinal study tracking University of Bamenda graduates from 2026-2029 to identify why experiential learning fails to translate into entrepreneurial action. Second, support a randomized controlled trial of effectuation training following Mwangi and Otieno's (2026) Kenyan RCT, comparing standard experiential curriculum, experiential plus bricolage training, and experiential plus bricolage plus effectuation training, using the present study's baseline data (bricolage mean = 0.46, effectuation mean = 0.31). Third, create a cross-Central African learning network of universities in conflict-affected regions (Bamenda, Buea, Ngaoundéré, and similar cities in the Central African Republic and eastern DRC) to share best practices on bricolage and effectuation pedagogy, addressing the contextual void identified by Tabetando and Fombe (2026) and Fongwa and Forje (2024).

CONCLUSION

This research substantiates that entrepreneurial bricolage and effectuation serve as significant determinants of graduate employability within the resource-constrained milieu of Bamenda. Bricolage enhances the likelihood of self-employment by approximately 39%, whereas effectuation accounts for 83.1% of the variability in vocational adaptability. The experiential curriculum exerts a beneficial influence on venture willingness; however, a notable paradox emerges: elevated curriculum engagement (mean = 0.74) exists concurrently with markedly low venture willingness (mean = 0.22) and diminished vocational adaptability (mean = 0.26). This implementation gap indicates that experiential learning in isolation does not inherently lead to psychological readiness or cognitive proficiency. In the absence of intentional development of bricolage competencies and effectual reasoning abilities, even well-meaning

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initiatives such as PTBA 2026 and the 2026 Finance Law may inadvertently sustain the phenomenon of graduate underemployment.

Future Research

Based on the article "Bricolage Entrepreneurship, Effectuation and Youth Employability in a Resource Penurious Environment. The Case of University Graduates in the Bamenda Municipality," several critical avenues for future research emerge.

The study delineates five principal domains for prospective research endeavors. **First**, it advocates for an examination of the psychological impediments (including risk aversion, fear of failure, and diminished self-efficacy) that hinder the conversion of substantial engagement in experiential learning into tangible entrepreneurial inclination and vocational adaptability. **Second,** it emphasizes the necessity for longitudinal or experimental investigations to evaluate the temporal interactions between effectuation and bricolage, incorporating randomized controlled trials to ascertain the most effective sequence of training within resource-constrained environments. **Third,** it proposes a more profound inquiry into gender and marital dynamics, considering the evidence that indicates married individuals and female graduates experience markedly inferior entrepreneurial outcomes, utilizing intersectional and comparative methodologies. **Fourth,** it promotes the expansion of research efforts to encompass other conflict-affected territories in Central Africa (such as the Central African Republic and eastern DRC) in order to assess the applicability of findings across diverse institutional and conflictual frameworks. **Finally**, it urges a transition from the prevailing cross-sectional, self-reported methodologies to the adoption of mixed-methods, ethnographic, and longitudinal research approaches that can accurately capture real-time entrepreneurial processes and monitor cohorts over extended periods to better inform policy interventions.

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APPENDIX 1
List of Acronyms

Acronym	**Full Meaning**
AIC	Akaike Information Criterion
ANOVA	Analysis of Variance
BIC	Bayesian Information Criterion
CEB	Conditional Entrepreneurial Bricolage
CFA	Central African Financial Community (Franc CFA)
COLTECH	College of Technology, University of Bamenda
DRC	Democratic Republic of Congo
ELT	Experiential Learning Theory
FASEMS	Faculty of Economics and Management Sciences
HICM	Higher Institute of Commerce and Management
HITL	Higher Institute of Transport and Logistics
HTTTC	Higher Technical Teacher Training College
MLE	Maximum Likelihood Estimation
MINEFOP	Ministry of Employment and Vocational Training (Cameroon)
MINJEC	Ministry of Youth Affairs and Civic Education (Cameroon)
NAHPI	National Advanced School of Public Works and Engineering
NIS	National Institute of Statistics (Cameroon)
OLS	Ordinary Least Squares
OR	Odds Ratio
PTBA	Annual Budgetized Work Plan (Plan de Travail Budgetisé Annuel)
PsyCap	Psychological Capital
RCT	Randomized Controlled Trial

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SE	Self-Employment Status
TAGDev	Transforming African Graduate Development (Program)
UBa	University of Bamenda
UNDP	United Nations Development Programme
VA	Vocational Adaptiveness
VIF	Variance Inflation Factor
VW	Venture Willingness

APPENDIX 2: RESEARCH QUESTIONNAIRE

CATHOLIC UNIVERSITY OF CAMEROON (CATUC) BAMENDA

FACULTY OF BUSINESS AND MANAGEMENT SCIENCES (FBMS)

DEPARTMENT OF ECONOMICS

Dear Respondent,

I am Sr. Dr. Elizabeth Ankiambom Chiatii, (a Lecturer in the Department of Economics and Faculty of Business and Management Sciences). I will be grateful if you could provide sincere answers to the following questions. This questionnaire is designed in order to facilitate the collection of data for my research work which centres on: **"Bricolage Entrepreneurship, Effectuation and Youth employability in a resource penurious environment. The case of University Graduates in the Bamenda Municipality"**

The information you provide will be kept strictly confidential.

Mark 'X' in the correct Box Below or fill where necessary

Section A: Demographic Characteristics of Respondents

Instructions: Please tick (✓) the box that best describes your current status or provide the requested information in the spaces provided.

1. Gender:
- Male
- Female

2. Age Group (as of 2026):
- 20 – 24 years
- 25 – 29 years
- 30 – 35 years
- Above 35 years

3. Faculty/School of Graduation (Strata Identification):
- College of Technology (COLTECH)
- Higher Institute of Transport and Logistics (HITL)
- Higher Institute of Commerce and Management (HICM)

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- Faculty of Economics and Management Sciences (FASEMS)
- Faculty of Arts / Faculty of Education
- Faculty of Science / Faculty of Health Sciences
- Other: _____

4. Highest Level of Education Attained (at 2025 Graduation):
- Bachelor's Degree (B.Sc./B.A./B.Tech/B.Ed)
- Postgraduate Diploma
- Master's Degree
- Doctorate (Ph.D.)

5. Current Employment Status in the Bamenda Municipality:
- Unemployed and seeking work
- Formal Private Sector Employee
- Public Sector/Civil Service Employee
- Self-Employed / Business Owner (Entrepreneur)
- Casual/Part-time worker

6. Entrepreneurial Engagement (Purposive Filter):
- Are you currently running a business or a self-initiated project (even if informal)?
- Yes
- No
- *If Yes, how long has this venture existed?*
- Less than 6 months (Started after graduation)
- 6 months – 1 year
- Over 1 year (Started while in school)

7. Primary Source of Initial Business/Startup Capital:
- Personal Savings
- Family and Friends
- Bank/Microfinance Loan
- University Incubator/Government Grant
- No capital used (Started with zero budget/resources at hand)

8. Monthly Income Range (Estimate in FCFA):
- Below 50,000
- 50,001 – 150,000
- 150,001 – 300,000
- Above 300,000

9. Residential Area within the Bamenda Municipality:
- Bamenda I (Up Station and environs)
- Bamenda II (Mankon and environs)
- Bamenda III (Nkwen, Bambili and environs)

Section B: Bricolage Entrepreneurship, Effectuation and UBa Experiential Training & Employability

This section utilizes a 5-point Likert Scale to measure the intensity of respondent agreement:

(1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly Agree.

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Instructions: Please indicate your level of agreement with the following statements by ticking (✓) the appropriate box. *Scale: 1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Neutral (N); 4 = Agree (A); 5 = Strongly Agree (SA)*

ID	Item Description	1	2	3	4	5
	Section 1: Application of Bricolage (Resourcefulness)					
1.1	I built my current venture by using materials and tools that were already at my disposal rather than buying new ones.					
1.2	I frequently use "trash" or undervalued local resources to create products or services that others would ignore.					
1.3	When a business problem arises, I prefer to improvise a solution with what is available rather than waiting for formal support.					
1.4	I combine multiple free digital platforms (WhatsApp Business, Facebook Marketplace, Canva) as my primary business infrastructure.					
1.5	My business survival depends more on my ability to "make do" with limited resources than on external financial investment.					
	Section 2: Effectuative Decision-Making Logic					
2.1	I started my business based on my existing skills and social contacts (Bird-in-Hand) rather than a formal market opportunity analysis.					
2.2	I only invest what I am personally prepared to lose (Affordable Loss) instead of focusing on high-return, high-risk projections.					
2.3	I actively seek partnerships with other local entrepreneurs in Bamenda to share resources and reduce my individual risk.					
2.4	I have successfully turned unexpected disruptions in Bamenda into new business opportunities (The Lemonade Principle).					
2.5	I focus on controlling the immediate future of my business through action rather than trying to predict long-term market trends.					
	Section 3: UBa Experiential Training & Employability					
3.1	The "transformative education" and hands-on projects at the University of Bamenda gave me the courage to start this venture.					
3.2	My university training taught me how to identify and exploit local resources that are often overlooked by others.					
3.3	The problem-based learning at UBa directly improved my ability to manage a business in a resource-scarce environment.					
3.4	I feel that my current self-employment makes me more "employable" for future opportunities than if I had remained unemployed.					
3.5	Because of the 2025/2026 pedagogic shifts at UBa, I view myself as a "job creator" rather than a "job seeker."					

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