

ANALYSES OF ENTREPRENEURSHIP EDUCATION ON ENTREPRENEURIAL INTENTION AMONG UNDERGRADUATES STUDENTS IN NIGERIA

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ABSTRACT: *Entrepreneurship education and intention are major constructs that have enjoyed extensive investigation in literature as underlying factors for the development of potential and practicing entrepreneurs and the growth of the Small and Medium Enterprises (SMEs) sector. This study investigated the analysis of entrepreneurship education on entrepreneurial intention among undergraduate students in Nigerian universities. Relevant theoretical framework and models such as Theory of Planned Behaviour (TPB) by Ajzen (1991) as well as Bandura's (1986) Self-Efficacy model were employed to underpin the study. A sample of 469 undergraduates was investigated in Nigeria through a cross-sectional survey. A structured questionnaire was distributed online to respondents. Analysis was carried out using simple and multiple regression analysis. The findings from this study and the data analysis outcomes indicated that there is a positive significant relationship between entrepreneurship education and entrepreneurial intention among undergraduate students in Nigeria. This is in support of various positions in literature based on previous studies. However, the multi-dimensional perspective of entrepreneurship education only yielded two variables namely, entrepreneurship skills and knowledge as the determinant of entrepreneurial intention. This development gives credence to assess an optimum model for entrepreneurship education among the various antecedent factors that influence entrepreneurship education in relation to entrepreneurial intention. The study therefore recommends that adequate pedagogical approaches and tools be employed in the universities and other tertiary institutions that will impact emphasis on critical entrepreneurship education factors such as skills and knowledge for the management and policy framework for entrepreneurial activities and performance.*

KEYWORDS: entrepreneurship education, entrepreneurial intention, undergraduates, students, Nigeria

INTRODUCTION

Entrepreneurial intention can be significantly improved and motivated if adequate knowledge and skills through education is encouraged and imparted in order to ignite the creativity and talents that people are endowed with to make meaningful production of value for the benefits of the society. This makes entrepreneurship education very essential in increasing entrepreneurial intention as it has been noted that entrepreneurship education can positively influence students to become productive in the area of entrepreneurship (Mahendra, Djatmika, & Hermawan, 2017). Consequently, in the last decades, the concept of entrepreneurship education in both formal and informal educational settings have become vital as a result of constant and increasing economic

problems such as unemployment (García-Rodríguez, 2017). Furthermore, Kalyoncuoğlu, Aydıntan, and Gökse (2017) argued that it is vital for higher educational institutions to provide entrepreneurship education for students in order to enable the students effectively identify and improve on innovative and creative skills because they will be the driving force of economic development in future. Dogan (2015) argued that the availability of successful entrepreneurs and the increase of the number of entrepreneurs in a society are dependent on entrepreneurship education and having an aspiration for entrepreneurship.

Over the years, countries around the world have become increasingly concerned about promoting entrepreneurship studies and activities as a way of stimulating economic growth and development and the generation of employment (García-Rodríguez, 2017). This is due to the fact that entrepreneurship activities contribute immensely to the socio-economic development of the society as it affords individuals the opportunity to create value to the society and generate employment for themselves and others.

According to Aladejebi (2018) interest in Entrepreneurship Education in Nigeria has been increasing with more private tertiary institutions including entrepreneurial education in their curriculum in view of the growing population coupled with huge unemployment figures. Entrepreneurial education can be a motivating tool for especially young people to develop interest in identifying opportunities that will make them independent and enhance their ability for value creation whereby they can be employers of labour rather than to be employees.

Moreover, entrepreneurship orientation and education can create the ability and motivation of the individual to engage in meaningful activities or vocation. Suleiman (2006) asserted that, entrepreneurship is the willingness and the ability of an individual to seek investment opportunities in order to run an enterprise successfully (Suleiman, 2006). The willingness been a motivation that determines the entrepreneur's interest to take up risks and opportunities and the ability which is borne out of proper education and training in a required area or vocation.

In view of the need to develop willingness and ability in the individual, undergraduates in tertiary institutions in Nigeria engage in both theoretical and practical entrepreneurship education in various vocations. The theoretical education includes topics on management, finance, business and innovation while the practical aspect covers several skills ranging from shoe making, catering services, hair dressing, website design, photography, videography, bead making, fashion and design and lots more. An individual chooses any of these vocations and undertakes training in it till graduation thus enabling the student to graduate in such a vocation as a specialist. Expectedly, most of the trainees develop quality interest in their vocations such that most of them begin to make products or render services from their vocation and sell even while in school.

It is therefore important that entrepreneurship education should be encouraged and given all the required support as it is one of the better ways for motivating individuals to make informed choices on how to create wealth. In the word of Fatoki and Oni (2014) argued that entrepreneurship education among undergraduate students can increase entrepreneurship intentions as students will be willing to set up their businesses after their graduation which makes it a burden for the tertiary

institutions to take centre stage in the process of continuous development of entrepreneurship education and practices in Nigeria.

The major aim of this study is to examine the impact of entrepreneurship education on entrepreneurial intention among undergraduates in Nigeria. The specific objectives are as follows:

- i. to determine the effect of entrepreneurship knowledge on entrepreneurial intention among undergraduates in Nigeria.
- ii. to determine the effect of entrepreneurship skills on entrepreneurial intention among undergraduates in Nigeria.

In view of the above aim and objectives of this research, the following research questions are meant to provide answers to the research objectives and will constitute the framework for the generation of the relevant question items in the questionnaire research instrument and research hypothesis for empirical data collected. The research questions in line with the research specific objectives are as follows:

- i. How will entrepreneurship knowledge determine entrepreneurial intention among undergraduates in Nigeria?
- ii. How will entrepreneurship skills influence entrepreneurial intention among undergraduates in Nigeria?

The specific focus is on the variables of entrepreneurship education and intention such as knowledge and skills with respect to undergraduate students in Nigerian universities. This includes students from 18 years and above who are considered as adults and can therefore make decisions on their intentions to engage in entrepreneurial activity. The undergraduates will be selected from both private and public universities in Nigeria. Although other tertiary educational institutions like the colleges of education and polytechnics are available, the study will focus only on university undergraduates. This approach is necessary because the polytechnics and colleges of education are mostly specialized technical training institutions with vocational areas that are more predetermined for entrepreneurial intentions than the universities that are more academically and theoretically inclined.

It is expected that this study will yield quality outcomes for entrepreneurship theory and practice in Nigeria and the entrepreneurship body of knowledge. Specifically, this study will produce findings that will be of benefit to educational and vocational institutions involved in entrepreneurship studies and training in Nigeria. The findings from this study will further enrich the curriculum used for teaching and training of undergraduates in Nigeria tertiary educational institutions on entrepreneurship studies. The study findings would be of benefit for use in formulating policies relating to entrepreneurship studies and empowerment of youths for taking up opportunities in small business ownership and creation of wealth.

LITERATURE REVIEW

Concepts of Entrepreneurship Education

UNESCO (2006) defines entrepreneurship education as “a collection of formalized teachings that informs, trains, and educates anyone interested in participating in socioeconomic development

through a project to promote entrepreneurship awareness, business creation, or small business development". In order to foster a better understanding of the concept of entrepreneurship education, the Quality Assurance Agency (QAA) for Higher Education (UK, 2012), define enterprise education "as the process of equipping students (or graduates) with an enhanced capacity to generate ideas and the skills to make them happen". Entrepreneurship education therefore is concerned with how to equip undergraduates with the additional knowledge, attributes, and capabilities required and to apply these qualities with the view of setting up a venture or business (QAA, 2012).

Enterprise education which is sometimes referred to entrepreneurial education broadly refers to efforts seeking to "foster self-esteem and confidence by drawing on the individual's talents and creativity, while building the relevant skills and values that will assist students in promoting their perspectives on schooling and external opportunities after graduation (UNESCO, 2006). According to QAA(2012), the above qualities are a prerequisite for entrepreneurial effectiveness, which includes the ability to function effectively as an entrepreneur or in an entrepreneurial capacity, either in small businesses or as part of 'portfolio careers, where multiple job opportunities, part time work and personal ventures combine' (QAA, 2012). Moreover, QAA (2012) suggests that enterprise and entrepreneurship are transdisciplinary, with a strong link broadly with issues of employability, innovation, knowledge transfer, commercialisation, and intellectual property.

The components of a good quality entrepreneurship education should comprise of theory and pedagogy with the specific aim of imparting and acquisition of skills by students and trainees in vocational education settings. According to Philippe (2018) suggests best practices for entrepreneurship education which are incorporated in pedagogy approaches and tools are meant to provide stakeholders, teachers and decision makers the framework on the principles and practice of entrepreneurship education for university students. Philippe (2018) suggests pedagogical approaches which include creating a conducive learning environment, organization of students' work, exchange through collaborative tools, and promote learning of entrepreneurial tools in the work place with the ultimate aim of achieving an authentic learning situation for the students. Consequently, entrepreneurial pedagogy and tools should integrate a variety of innovative and teaching approaches and tools such as technology in order to ultimately facilitate the learning process and make it meaningful to students as well as the teachers and trainers who serve as important agents of change and inspiration to the students (Philippe, 2018).

The institutional support with regards to entrepreneurship education among undergraduates would to large extent depend on the university and government who with values imparted by the university culture as well as the entrepreneurship development policies of government have positive effect on the attitudes of students during schooling and after graduation. Well ingrained values from the entrepreneurship process of education in a particular environment can positively or negatively influence entrepreneurial intention among individuals as hardworking and creative or lazy and non-creative individuals.

Ruskovaara, Rytkölä, Seikkula-Leino, and Pihkala, (2015) noticed that entrepreneurship research has a long tradition within the leadership and organizational research and studies on entrepreneurship education has grown during the beginning of the 21st century, with the pedagogical aspects of entrepreneurship education being popular research topics in existing literature. Ruskovaara et al. (2015) noted that peculiar terms associated with entrepreneurship research components used to define entrepreneurship education are “enterprising” and “entrepreneurial” with the major distinction being that entrepreneurial traditionally refers to business activity, whereas enterprising can be used in any context.

Kyrö (1997) suggests that entrepreneurship education deals with three main components: self-orientation, internal, and external entrepreneurship. Thus, entrepreneurship education can be identified with three major goals: learning to understand entrepreneurship, learning to become entrepreneurial, and learning to become an entrepreneur (Hytti, 2002). Similarly, Gibb (2001) suggests that entrepreneurship education comprises learning for entrepreneurship, learning about entrepreneurship and learning through entrepreneurship.

Garavan, Costine, and Hegarty (1995) argue that entrepreneurship education involves the whole process or series of activities which aims to enable an individual to assimilate and develop knowledge, skills, values and understanding that are not directed to a specific field or profession but rather to enable the individual handle a broad range of problems and provide solutions to them. Fayolle (2008) suggests that the component of entrepreneurial education based on the concept of learning to become an entrepreneur or an expert in the field of entrepreneurship comprises of building of skills, character, capacities and values that can enable undergraduates to cope with the challenges and risks of undertaking in a venture or own a business.

An attempt to determine the components of entrepreneurship education and research therefore will consider the components as elements that are the expected qualities of entrepreneurship education from the pedagogical level including values orientation inculcated in the individual within a particular context. Therefore, entrepreneurship study in the context of this research borrows from the theories on the components of entrepreneurship education and delineates the elements of entrepreneurship education into knowledge (learning process), skills (pedagogical impartation), and the university values/culture and environment. These concepts, knowledge, skills, and values define the framework for entrepreneurship education and to a large extent determine the process in order to link the theory and practice of entrepreneurship education in a broad and multilayered definition and meaning (Ruskovaara et al., 2015).

Theoretical Background of Entrepreneurship Education and Intention

The underlying theory for this research as stated above is the theory of planned behavior (TPB) by Ajzen (1991) and supported by Shapero’s (1975) Entrepreneurial Event Model. The TPB is a very good theory for the explanation of entrepreneurial intention and is widely used in most studies relating to the individual’s intention models (Aladejebi, 2018).

The Theory of Planned Behavior (TPB) posits that an individual's intention is shaped based on the attitude towards certain factors such as the expected behavior or subjective norms of the society as determined by parents, friends, role models, teachers and someone peers etc.

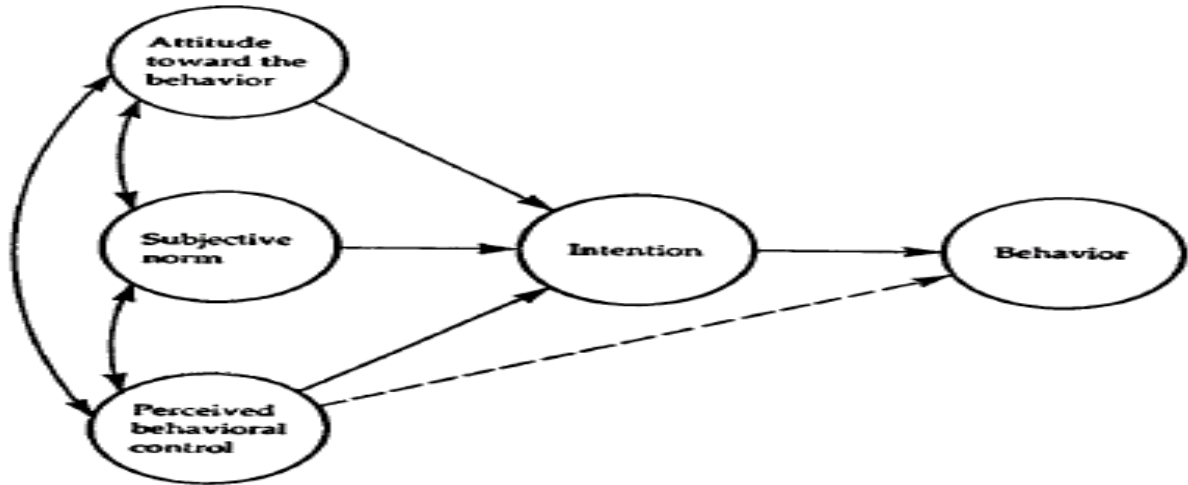


Figure 2.1: Theory of Planned Behavior Model

Source: Ajzen, (1991)

The model shown in Figure 2.1 shows the TPB by Ajzen (1991). The model indicates the individual's entrepreneurial intention in relation to behavior and attitude, subjective norm and perceived behavioural control. The model can further be stated that entrepreneurial intention can be determined by the individual's attitude, subjective norms and rules of the environment and the individual's perceived behavioural control.

The TPB is anchored on three main factors namely: the individual's attitude toward the behavior, secondly, the subjective norm based on the influence of other people, and thirdly the perceived behavioural control based on the individual's personal assessment of whether he or she can do perform the task (Aladejebi, 2018).

Consequently, attitude towards a behavior is the degree to which a person has positive or negative feelings about his or her behaviour of interest while subjective norm relates to an individual's perception of the social environment surrounding the behavior (Conner and Armitage, 1998). Perceived behavioral control refers to the individual's perception of the extent to which performance behavior is difficult or easy (Ajzen, 1991). Therefore, the more favourable the attitudes and subjective norms is and the greater the perceived behavioural control, the stronger the intention to perform the behaviour.

Furthermore, the Entrepreneurial Event Model by Shapero (1975) suggests that entrepreneurial behaviour such as startups activities is determined by contextual events which influence the individual perceptions. According to Shapero (1975), the three dimensions of entrepreneurial intention include "Perceived desirability," "Perceived feasibility," and "Propensity to act" and

emphasizes the importance of perception in predicting intention for behaviour in desirable and feasible ways that creates the propensity to perform the behaviour.

Kruegar and Carsrud (1993) affirmed that the theory of planned behaviour has been used successfully to predict intentions in various research. Similarly, some empirical evidence exists to show how the theory of planned behaviour has helped to explain entrepreneurial intention as an effective predictor of entrepreneurial activities. For instance, Nguyen employed the TPB to assess the determinants of entrepreneurial intention by investigating entrepreneurial intention among 372 international business students in Viet Nam. The result of multiple regression showed that entrepreneurial intention is significantly influenced by two components of TPB model, attitude toward entrepreneurship and perceived behavioral control with coefficient of determination at ($R^2 = 0.307$), indicating that the two variables are jointly responsible for 31 percent variation in entrepreneurial intention.

In the context of the present research, the TPB and Shapero's Entrepreneurial Event Model (1975) are employed to explain how the individual's intention to perform entrepreneurial behavior or activities. TPB emphasizes that the individual's behaviour is influenced by the attitude to the behavior itself and the expectations from the quality of entrepreneurship education, subjective norms based on the influence of the environment as well as the individual self-assessment of whether he or she can engage in entrepreneurship activity. The theories are very useful in explaining how the undergraduates form intention within the context of their environment to eventually undertake entrepreneurial activities like owning their own business or creative activities based on the education they have received about entrepreneurship from their schools.

Entrepreneurship education, and other related concepts such as entrepreneurial innovation, and entrepreneurship orientation have been major topics around the idea of entrepreneurship. Aladejebi (2018) argued that there is an increasing interest in entrepreneurship education in Nigeria leading to most universities including courses on entrepreneurial education in their curriculum and making such courses compulsory as part of the general studies (GST) programmes. Aladejebi (2018) suggested that with the growing population of Nigeria accompanied by increasing unemployment especially among the youth population, it is very essential that government at all levels support programmes and funding that encourage entrepreneurship education and intention to create small business.

Similarly, Fatoki and Oni (2014) suggested that it is necessary that the universities take the centre stage in the provision of quality entrepreneurial education that can motivate individuals to form the intention to engage in some form of entrepreneurial activity and that entrepreneurship education among undergraduates can increase entrepreneurship intention and desire to own personal business.

Brown (2000) argues that the purpose of entrepreneurship education is to develop individual competencies, skills and values needed to identify business opportunities as well as the ability to organize and start a new business venture by an individual. In addition, Gorman, Hanlon, and

King, (1997) indicate that the purpose of entrepreneurship education is to develop educational programmes aimed at impacting students with issues on entrepreneurship.

Consequently, tertiary institutions have come to realize the value of entrepreneurship education and have designed programmes to promote students' in skills acquisition and personal development. Shen, Chen and Chen, (2010) stated that the basic function of entrepreneurship education is to gain employment and to create new jobs as well but regretted that the great investment in entrepreneurship education in colleges and universities has not significantly improve the entrepreneurial rate of undergraduates. Linan (2004) defines entrepreneurial education "as the whole education and training activity formal and informal, intended to develop an individual's or participants' entrepreneurial intention and or some factors that affect the intention, such as knowledge, desirability, and feasibility of the entrepreneurial activity.

Empirical Review

The effect of entrepreneurship education on different dimensions of entrepreneurial intention has been discussed extensively in literature especially as it determines the entrepreneurial intention among university undergraduates. Ambad and Damit (2016) suggest that in order to survive in today's challenging business environment, the university has a major role to play in promoting entrepreneurship education. Similarly, Türker and Selçuk (2009) argue that entrepreneurship education is a good programme for the acquisition of entrepreneurship knowledge, values and skills.

The effect of knowledge and skills on entrepreneurial performance has been confirmed in previous studies. Olota, Abdul, and Oladipo (2018) investigated the impact of entrepreneurship knowledge and skills as factors that determine SMEs performance in Kwara State, Nigeria. A sample of 336 SMEs was examined in a cross-sectional survey. Using multiple regression and regression analyses as well as descriptive statistics, the results of the hypotheses tested showed that there is positive significant effect of knowledge and skills factors on the performance of SMEs.

Aladejebi (2018) conducted a study on the effect of entrepreneurship education on entrepreneurial intention among tertiary education students in Nigeria. A sample of 400 students was administered questionnaire through a cross-sectional survey. Analysis was conducted for descriptive statistics but no inferential statistical test was carried out. The results showed a positive behavioural intention of the students towards entrepreneurial ventures due to entrepreneurship education.

Moriano, Gorgievski, Laguna, Stephan, and Zarafshani (2012) conducted a study in Malaysia and found that appropriate entrepreneurship education and exposure significantly influence students' intention of becoming entrepreneurs. Türker and Selçuk (2009) have identified relational values from various dimensions as the determinant for entrepreneurial intention. According to Türker and Selçuk (2009) relational support refers to the approval and support from the family, friends, and others to involve in entrepreneurial activities as such a value have a great influence on the individual's career choice and entrepreneurial because they are considered as fund providers and role models.

From the perspective of role model value, Postigo, Iacobucci, and Tamborini (2006) argue that the benefits of the role model are essential to entrepreneurial intention because the role models provide the necessary information, guidance, set a good example, and support. Therefore, by having a good example and support, the students would believe and be more willing and confident to become an entrepreneur will also motivate and inspire the individual to become a successful entrepreneur (Postigo, Iacobucci & Tamborini, 2006).

Ejere and Tende (2012) observed that the major defect in the Nigerian educational system especially at the tertiary level, lies in its theoretical inclination without adequate entrepreneurial education which prepares most undergraduates more for white collar jobs and lacks the basic skills of any other vocational relevance a situation which has led to a high level of unemployment rate especially among university graduates. Oviawe (2010) argues that the high rate of unemployment among Nigeria graduates is due to the imbalance between the expectations of the labour market and the skills possessed by the graduates seeking employment as most of them are very poorly in essential skills such as oral communication, information technology, entrepreneurial, analytical, problem-solving, and decision-making.

In order to implement a broad-based approach to entrepreneurship education in Nigeria, the Federal Government has made reasonable towards entrepreneurship development evidenced in the establishment of skills-specific enterprises (Federal Republic of Nigeria, 2004). This includes the National Directorate of Employment (NDE), the Industrial Attachment or Student Industrial Working Experience Scheme (SIWES), vocational and technical training, agricultural training, information and communication technology training (Federal Republic of Nigeria, 2004). Additional efforts have been put into entrepreneurship education through the universities regulatory body the national universities commission (NUC).

Olorundare and Kayode (2014) stated that in order to implement entrepreneurship education in Nigerian universities, the government through the NUC inaugurated a committee to develop entrepreneurship education curriculum in Nigerian universities. This is to integrate entrepreneurship courses into the curriculum of Nigerian universities in order to provide additional skills, resources, and methodologies to graduates to further transform their ideas into visible and viable businesses after graduating from the university (Olorundare & Kayode, 2014).

METHODOLOGY

This research therefore adopts the positivism philosophy with the deductive approach. This involves the testing of hypotheses based on an underlying theory in order to establish a causal relationship between the dependent and independent variables (Saunders, Lewis, & Thornhill, 2009). The research design employed for this study was the descriptive research design which is generally concerned with research about estimation, prediction, and equally tends to determine the degree to which variables in a research are related or associated to each other (Malhotra, 2007). The study therefore adopted quantitative research using cross-sectional survey strategy. The cross-sectional survey design employed by the researcher involved the collection of information from the given sample of population elements once and has advantages such as representative sample

and reduction in response bias (Malhotra, 2007). Consequently, the cross-sectional strategy of data collection for this study involves the cross-section of a target population of university students in Nigeria who were contacted online to volunteer their participation in the study.

The target population for this study is university undergraduates in Nigeria from the ages of 18 years and above and who are in their second year at the university. This is because the entrepreneurship programme for students starts at the second year of the students' enrolment in the university. The age limit is considered the adult age cut-off in Nigeria and can readily generate the required attitude and behaviour towards entrepreneurial intention among university undergraduates. Consequently, the convenience sampling technique was employed as a type of nonprobability or nonrandom sampling where members of the target population that meet the necessary criteria such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study (Dörnyei, 2007).

Consequently, the study adopted a sample size of 550 students which is consistent with the range of sample sizes in previous studies (Olota, Abdul, and Oladipo, 2018; Mahendra, Djatmika, & Hermawan 2017; Yurtkoru, Kuşcu, & Doğanay, 2014). The research instrument adopted for this study was the questionnaire. The questionnaire adopted was designed with the aim to contain questions in such a format with the type of questions where the respondents are offered the opportunity with a set of answers from which to choose the one that most closely represents their opinions (Nachmias & Nachmias, 1996).

The questionnaire which contains a total of 22 items was administered online to students in their second to final year in the university. In order to test for suitability of this research instrument therefore, a validity and reliability test of the questionnaire was conducted. The face and content validity were conducted for the questionnaire by consulting entrepreneurship teachers and trainers in the university to ascertain the validity of the questionnaire. On the other hand, the reliability test of the instrument was conducted using the Cronbach alpha measure of internal consistency. The result of the validity test was proved valid by trainers and lecturers in entrepreneurship education while the result of reliability with the overall Cronbach alpha value of 0.88 indicates that the instrument is reliable (Hinton et al., 2004).

A pilot study was conducted in order to evaluate the opinions of some of the respondents on the topic of research. Consequently, 63 copies of the questionnaire were administered to the respondents and 47 were returned completed and usable for the result of pilot study.

Table 3.1: Result of Reliability Test (n= 47)

Construct	Number of items	Cronbach's Coefficient Alpha
Entrepreneurship Knowledge	4	0.88
Entrepreneurship Skills	5	0.82
Entrepreneurship Values	6	0.72
Entrepreneurship Intention	4	0.79
Overall Alpha	0.88	

Source: Pilot Study by Researcher (2020)

The result of pilot study as stated in Table 3.1 indicates that the items correlation for reliability ranges from 0.72 -0.88. This means that the research meets the requirement of high reliability as the items measure consistently with the measures for the study (Hinton et al., 2004). The computer program statistical package for social sciences (SPSS, Version 23) was used to analyse the data. Consequently, the data analysis procedure provided the descriptive statistics such as mean, standard deviation, and frequency distribution and charts that constitute the results of the transformed data as well as provide the means to test the hypotheses for the relationship between the independent and dependent variables.

Furthermore, the magnitude of the relationship between the entrepreneurship education and entrepreneurial intention was tested using the simple and multiple regression analysis method. In order to get access to the respondents without violating fundamental provisions necessary for the conduct of research and data collection, the researcher ensured that the necessary ethical procedures and protocols set down by research were adhered to.

DATA ANALYSIS, PRESENTATION, AND INTERPRETATION

Analysis of Questionnaire Response Rate

A total of 550 copies of questionnaire for this study were distributed randomly online to university undergraduates in Nigeria. This was done via Qualtrics software and communicated through Whatsapp and email to respondents. Table 4.1 shows the analysis of the questionnaire distribution and retrieval. 550 questionnaires were distributed to respondents and 501 copies of the questionnaire were returned while 49 copies were not returned or retrieved from the respondents. This leads to a response rate of 91 percent. The 91 percent response rate is an indication of the adequacy of the response rate for this survey study which above standard and is consistent with extant literature (Armany & Krishna, 2017). Consequently, 469 copies of the questionnaire were confirmed usable and were used for data analysis in this section.

Analysis of Research Question 1

Research Question : **How will entrepreneurship knowledge determine entrepreneurial intention among undergraduates in Nigeria?**

Table 4.1: Model Summary Of The Effect Entrepreneurship Knowledge On Entrepreneurial Intention

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.242 ^a	.059	.057	.69583	.059	29.079	1	467	.000	1.442
a. Predictors: (Constant), ENTREPRENEURSHIP KNOWLEDGE										
b. Dependent Variable: ENTREPRENEURSHIP INTENTION										

Table 4.2: Coefficients Of The Effect Entrepreneurship Knowledge On Entrepreneurial Intention

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
		B	Std. Error	Beta			
1	(Constant)	1.904	.097			19.586	.000
	ENTREPRENEURSHIP KNOWLEDGE	.203	.038	.242		5.392	.000
a. Dependent Variable: ENTREPRENEURSHIP INTENTION							

Table 4.1 and 4.2 shows the model summary and coefficients of the simple regression analysis respectively to determine the effect entrepreneurship knowledge on entrepreneurial intention. The result show that the model significantly predicts the criterion variable entrepreneurial intention with the coefficient of determination $R^2=0.059$ indicating that entrepreneurship knowledge explains 6 percent of the changes in the dependent variable entrepreneurial intention. Furthermore, the analysis of simple regression indicates that entrepreneurship knowledge significantly predicts intention with a coefficient $\beta=0.203$, $p=0.000$.

Analysis of Research Question 2

Research Question 2 : **How will entrepreneurship skills influence entrepreneurial intention among undergraduates in Nigeria?"**

Table 4.3: Model Summary Of The Effect Of Entrepreneurship Skills On Entrepreneurial Intention

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.339 ^a	.115	.113	.67482	.115	60.451	1	467	.000	1.598
a. Predictors: (Constant), ENTREPRENEURSHIP SKILLS										
b. Dependent Variable: ENTREPRENEURSHIP INTENTION										

Table 4.4: Coefficients Of The Effect Of Entrepreneurship Skills On Entrepreneurial Intention

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
		B	Std. Error	Beta			
1	(Constant)	1.635	.103			15.854	.000
	ENTREPRENEURSHIP SKILLS	.322	.041	.339		7.775	.000
a. Dependent Variable: ENTREPRENEURSHIP INTENTION							

As can be seen from Table 4.3 and 4.4, the regression model adequately and significantly determines the criterion variable with a coefficient of determination $R^2 = 0.115$. This indicates that the predictor variable entrepreneurship skills explain about 12 percent variation in entrepreneurial intention. Subsequently, the regression analysis, Table 4.4, indicate the entrepreneurship skills significantly predict entrepreneurial intention $\beta = 0.322$, $p = 0.000$.

Analysis of Research Question 3

Research Question 4 : to what extent will entrepreneurship knowledge and skills jointly influence entrepreneurial intention?”

Table 4.5: Model Summary of the Effect of Entrepreneurship Education on Entrepreneurial Intention

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.061 ^a	.004	-.001	.71658	.004	.881	2	466	.415
2	.396 ^b	.157	.148	.66141	.153	27.996	3	463	.000

a. Predictors: (Constant), Age, Sex

b. Predictors: (Constant), Age, Sex, ENTREPRENEURSHIP VALUES, ENTREPRENEURSHIP KNOWLEDGE, ENTREPRENEURSHIP SKILLS

Table 4.6: Multiple Regression Coefficients of the Joint Effect of Entrepreneurship Knowledge, and Skills on Entrepreneurial Intention

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.485	.190		13.086	.000
	Sex	.035	.068	.024	.512	.609
	Age	-.049	.046	-.051	-1.065	.287
2	(Constant)	1.447	.211		6.852	.000
	Sex	.031	.063	.021	.485	.628
	Age	-.031	.043	-.032	-.725	.469
	ENTREPRENEURSHIP KNOWLEDGE	.010	.044	.012	.227	.820
	ENTREPRENEURSHIP SKILLS	.136	.057	.143	2.389	.017

a. Dependent Variable: ENTREPRENEURSHIP INTENTION

Table 4.5 and 4.6 depicted the combined model and multiple regression analysis of the determinants of entrepreneurial intention based on entrepreneurship education elements such as knowledge, skills and values while controlling for sex and age. The model fit indicates an efficient prediction of the criterion variable and the explanatory power of the model by the predictor variables in the second block with the coefficient of determination $R^2 = 0.157$ indicating that the combined variables of entrepreneurship education which consists of entrepreneurship knowledge, skills and values is responsible for approximately 16 percent of the variation in the outcome variable, entrepreneurial intention.

Furthermore, the multiple regression analysis in Table 4.6 shows the individual predictors coefficient and the relative magnitude or contribution to predicting the outcome variable. The

result of multiple regression shows that only entrepreneurship skills and entrepreneurship values significantly determine entrepreneurial intention at the $p < 0.05$ significant level. However, the effect of sex and age was not significant. Thus entrepreneurship skills predicts intention $\beta = 0.136$, $\beta = 0.143$, $p = 0.017$, and entrepreneurship values predict intention $\beta = 0.284$, $\beta = 0.272$, $p = 0.000$. Consequently, the regression equation $Y = a + b_1X_1 + b_2X_2 + \dots + b_nX_n + e$ can therefore be stated as follows: $\text{EntInt} = 0.136\text{EntSkills} + 0.284\text{knowledge} + e$.

Where: EntInt = Entrepreneurial Intention

EntSkills = Entrepreneurship Skills

EntValues = Entrepreneurship Values

e = error term

DISCUSSION OF FINDINGS

This research question intended to find how entrepreneurship knowledge will significantly determine entrepreneurial intention. Entrepreneurship knowledge includes the individual's ideas and lessons learnt from entrepreneurship education and the capacity to comprehend issues related to entrepreneurship and entrepreneurial intention. Bandura (1986) argues that entrepreneurship education entails knowledge transfer and acquisition of related skills which improves self-efficacy and ultimately determines entrepreneurial intention.

The results of simple regression analysis indicate that entrepreneurship knowledge positively significantly determine entrepreneurial intention $\beta = 0.203$, $p = 0.000$. The findings from this study is consistent with previous studies such as Olota, Abdul, and Oladipo (2018) and Dogan (2015) that lay emphasis on knowledge as the key to the development of future entrepreneurs and entrepreneurial activities. However, in the composite value of entrepreneurship education comprising of entrepreneurship knowledge, skills, and intention, the multiple regression analysis depicting the joint effect of the three variables on entrepreneurial intention indicates that entrepreneurship knowledge did not have any significant effect on entrepreneurial intention. This is however not consistent with the findings of Olota, Abdul, and Oladipo (2018) and Dogan (2015). The difference in the findings may be due to the inadequate pedagogical approaches which involve proper organizational skills, exchange of information, knowledge and tools and the promotion of an authentic entrepreneurship learning environment for the students (Phillipe, 2018). Students usually see the entrepreneurship knowledge workplace as a workshop rather than a place for generation and incubation of ideas to enhance their innovative and creative capacities.

The purpose of this research question is to examine the extent to which skills acquired through the process entrepreneurship education can be a significant determinant of entrepreneurial intention. Entrepreneurship skills refer to skills acquired by the individual such as practical and theoretical skills that motivates the individual's capacity to undertake entrepreneurial venture.

The results from this study shows that entrepreneurship skills significantly influence entrepreneurial intention $\beta = 0.322$, $p = 0.000$. This indicates an even larger coefficient than entrepreneurship knowledge $\beta = 0.203$, $p = 0.000$. This is in support of previous findings such as Dogan (2005), Olota, Abdul, and Oladipo (2018), and Türker and Selçuk (2009). The importance

of skills acquisition in the whole process of entrepreneurship education cannot be overemphasized and it has been consistently significant from the findings in this study. Dutta, Li and Merenda (2011) asserted that entrepreneurship education comprising of skills plays a significant role in motivating future entrepreneurs towards developing intention for entrepreneurial performance.

In order to investigate the multi-dimensional attributes of entrepreneurship education especially as delineated in this study to include entrepreneurship knowledge, skills, and values, the multiple regression analysis was conducted. The analysis will further help to explain the relative magnitude of effect of each of the entrepreneurship education variables as a significant determinant of entrepreneurial intention. This was to address the research question which seeks to investigate the extent to which entrepreneurship knowledge, skills, and values jointly influence entrepreneurial intention among undergraduates in Nigeria. The results of the findings from this study show that only entrepreneurship skills and values jointly significantly influence entrepreneurial intention. Dutta, Li and Merenda (2011) affirm that entrepreneurship education plays a critical role in motivating prospective entrepreneurs towards entrepreneurial intentions by providing them with a combination of knowledge, skills and the attitude to establish new enterprises.

The findings of this study supports the multi-dimensional perspective of Yurtkoru, Kuşcu, and Doğanay (2014) in the context of the TPB by Ajzen (1991) where the result of multiple regression showed that personal attitudes and perceived behavioral control significantly influence entrepreneurial intention by jointly explaining 64 percent change in entrepreneurial intention. Furthermore, the result supports Bandura's (1986) Self-Efficacy model that emphasis on the individual's perceptions of feasibility and propensity to act based on the individual's skills and values. The results of simple regression in this study have also proved the direct significance of skills and values as determinants of entrepreneurial intention. This is very consistent with previous studies such as Dogan (2005), Olotu, Abdul, and Oladipo (2018), Türker and Selçuk (2009) and Yurtkoru, Kuşcu, and Doğanay (2014)

CONCLUSION

This study investigated the impact of entrepreneurship education on entrepreneurial intention among undergraduate students in Nigerian universities. However, more importantly, this study technically delineated entrepreneurship education in three variables which include entrepreneurship knowledge, skills, and values. Relevant theoretical framework and models such the Theory of Planned Behaviour (TPB) by Ajzen (1991) as well as Bandura's (1986) Self-Efficacy model were employed to underpin the study.

The findings from this study and the data analysis outcomes indicated that there is a positive significant relationship between entrepreneurship education and entrepreneurial intention. This is in support of various positions in literature based on previous studies. However, the multi-dimensional perspective of entrepreneurship education only yielded two variables namely, entrepreneurship skills and knowledge as the determinant of entrepreneurial intention. This development gives credence to assess an optimum model for entrepreneurship education among the various antecedent factors that influence entrepreneurship education in relation to

entrepreneurial intention. In view of the foregoing therefore, the following recommendations are suggested.

1. The findings from the demographic analysis of the respondents' in this study shows that students' participation in entrepreneurial activities is peaked at their final years in the university. It is therefore recommended that adequate entrepreneurship education with emphasis on skills and values are inculcated to students at this stage of their serious interest in entrepreneurial activity. Since students' enrollment in entrepreneurial activities is hampered by challenges which include finance, low motivation and intention, and a lack of pedagogical approaches and tools.
2. It is recommended that more pedagogical approaches and tools are used in entrepreneurship education so as not to render the entire concept as an academic exercise.
3. The multi-dimensional perspective of entrepreneurship education yielded two variables namely of entrepreneurship skills and values as the determinant of entrepreneurial intention. It is therefore recommended that these variables are reinforced when imparting entrepreneurship teaching and training. This is because such an approach will enhance an optimum model for entrepreneurship education

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