

EFFECT OF ENTREPRENEURSHIP EDUCATION ON ENTREPRENEURIAL INTENTIONS OF UNIVERSITY GRADUATES IN SOUTH-WEST GEO- POLITICAL ZONE OF NIGERIA

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Abstract

The aim of this study is to examine the effect of entrepreneurship education on entrepreneurial intentions on undergraduate students from three states in South-West geopolitical zone of Nigeria. The study was carried out on 3082 final year students in the 2018/2019 academic session. The universities comprised of 9 universities from Lagos-state, Ogun-State and Oyo-State namely: University of Lagos (Federal University), Lagos State University (State University), Caleb University, Imota (Private University) (Lagos-state), Federal University of Agriculture, Abeokuta (Federal University), Tai Solarin University of Education (Private University), Covenant University, Otta (Private University) (Ogun-state) University of Ibadan (Federal University), Ladoke Akintola University of Technology (State University), Ajayi Crowther University (Oyo-state). The study used the questionnaire survey, the data collected was analyzed using both descriptive and inferential statistics. The descriptive analysis included frequency tables, mean, standard deviation and correlation coefficient. The inferential statistical analysis used was the multivariate regression model to test the hypotheses. The results from the hypotheses showed that there exists a significant relationship between entrepreneurship education (CP, TM and EIA) and entrepreneurial intentions of university graduates in Nigeria: $F(3,3078)=3218.486$; $p<0.0001$, $R^2 = 0.756$, $F(3,3078) = 0.758$; Curriculum Practices (CP) significantly predicted entrepreneurial intentions (EI) of university graduates in Nigeria ($B = .554$, $t(3081) = 25.557$, $p<0.001$); entrepreneurship teaching methodologies (TM) significantly predicted entrepreneurial intentions (EI) of university graduates in Nigeria ($B = 0.376$, $t(3081) = 16.040$, $p<0.001$); entrepreneurial industrial attachment (EIA) does not significantly predict the entrepreneurial intentions (EI) of university graduates in Nigeria ($B = 0.006$, $t(3081) = 0.461$, $p > 0.05$). This result implies that CP and TM accounted for 75.8% of the variance in EI of university graduates in Nigeria. Based on the findings, the study concluded that entrepreneurship education significantly enhances entrepreneurial intentions of graduate students in Nigeria. The

study thus recommends that universities in Nigeria needs to re-design their strategies and policies in such a way that entrepreneurship education will further foster entrepreneurial intentions for self-employment and enterprise creation.

Keywords- Entrepreneurship Education, Entrepreneurial intentions, University Graduate

1. Introduction

The importance of entrepreneurship to the society has been discussed since the 15th Century (Schumpeter, 1912) and it remains topical till today Kirchlhoff, Linton and Walsh, (2013). Entrepreneurship is increasingly becoming vital in modern economies since it is the main weapon of fighting unemployment and creation of wealth (Khalifa and Dhiaf, 2016; Garcia-Rodriguez, 2017). There is also an increasing expectation that entrepreneurship will address the unemployment challenges faced by young university graduates (Henry, 2013).

Entrepreneurship is a phenomenon that is essential to economic growth and sustainable development of countries as well as the creation of employment and prevention of economic crises Kiselitsa, Shilova, Liman, Naumenko (2018); Filser, Kraus, Roig-Tierno, Kauler and Fischer (2019); Oyelola, Ajiboshin, Raimi, Raheem and Igwe (2013) and Salami (2013). Entrepreneurship involves identifying, evaluating and exploiting opportunities and introducing new products to the market through organized efforts Carree and Thurik (2012). Countries with higher levels of entrepreneurship activities tend to show lower levels of unemployment (Bosma et al., 2012). According to research, entrepreneurship is a particular type of planned and intentional act that can promote efficiency in the economy by providing employment through new job creation, innovation and economic growth (Shane and Venkataraman (2010) and Karimi, Biemans, Lans, Chizari & Mulder (2016).

Today, universities are faced with the function of establishing and developing an entrepreneurship- oriented economy as they represent the main source of new knowledge (Yildirim and Askum, 2012). University education has been acknowledged as a primary mechanism for the creation of a knowledge-economy and the development of human capital all over the world (Ayodele, 2015). Universities strategically aim to create wealth by investing in business, building entrepreneurship linkages, partnership with technological enterprises or by creating new firms through academics. Additionally, in the Global Student Entrepreneurship Report (2018) special emphasis is placed on the crucial impact of student entrepreneurship, both economically and socially. At the university stage, students define their future perspectives in short and medium terms, with entrepreneurship becoming a job option that is increasingly valued by them oftedal, Iakovleva and Foss, 2018).

With this paradigm shift in the emergence of knowledge-economy, universities in Nigeria have shifted from the traditional pedagogical role to incorporate innovation and entrepreneurship which are critical factors in enhancing development in a modern economy Vasslis & Erikos, (2013) Jack, (2015). To achieve this, the Federal Government, through the National Universities

Commission and other regulatory bodies, directed all tertiary institutions to include entrepreneurial studies in their curriculum.

Furthermore, with entrepreneurship education in place, graduates will have the ability to acquire some entrepreneurial traits which can influence the graduates' entrepreneurship behavior Edigbonya, (2013). Anyadike, Emeh and Ukah (2012) were of the opinion that entrepreneurship, when treated as 'enterprise creation', helps develop new skills and experiences that can be applied to many other challenging areas in life. Many Nigerian youths that roam the streets possess several untapped potentials and if these potentials are well harnessed, they could be channeled towards productive ventures and job creation, thereby reducing unemployment rate in the country.

Nigeria's youths remain the hardest hit by unemployment with over 13.9 million people aged between 15 and 34 years unemployed. Unfortunately, there are persistent complaints that the products of Nigerian universities are unemployable and indeed, half baked Kayode , (2009) Adeyemi, Oguntoye, Oke and Adenle, (2010); full of too much theory and little practical content Pitan and Adediji,(2012) and deficient in knowledge, skills and attitude Okebukola, (2015)

The Nigerian university curricula for decades have failed to provide for functional skills and competencies that would enable the recipients to be self-sustaining and independent outside a white collar job. The traditional pedagogical and lecture method in delivering lectures have also not been innovative to enhance entrepreneurship skills, creativity and innovation in the students. Oseni , Oyetunji, Ogunlade & Sanni (2015) argued that the prevailing curricular in HEIs are not designed to prepare students to become entrepreneurs that can compete favorably in modern business environment but to become civil servants.

The teaching methods in our higher institutions are largely theoretical, both the educators and students agreed that the system needs a reform (Afolabi, 2016). Afolayan (2016) summarized the challenges facing graduates in their quest to attain employability skills as restrictive academic teaching, ineffective industries/ company's recruiting standards, lack of supporting government policies and non-existence of an enabling environment. Consequently, students who would have been able to make a difference in a world of work and self-employment with their creativity and innovativeness remain unemployed, underemployed or unemployable in the labour market.

To douse the rising wave of mediocrity in the country, there is the need for good and quality entrepreneurship education to reduce the risk of unemployment, improve productivity, increase in wages, increase in technological innovation and economic growth (Simkovic, 2012). Therefore, quality entrepreneurship education will enhance job creation and greater intentions to become entrepreneurs (Noel, 2001).

1.1 Conceptual Review

1.2 Entrepreneurship and Entrepreneurship Education

Entrepreneurship is a concept that is being widely studied (Kalyoncoug, Aydintin and Gokse, 2017). Entrepreneurship has been studied from multiple perspectives; yet, it remains elusive because it is multi-faceted. This has resulted in the complexity involved in defining entrepreneurship (Audretsch, Kuratko & Link, 2015). There is no generally acceptable definition of entrepreneurship that is considered as adequate, and the absence of a universal definition results in the lack of consensus on the meaning of this concept (Mokaya, Namusonge & Sikalieh, 2012). The complexity of entrepreneurship, thus, lies on its wide-reaching nature across disciplines encompassing pedagogy, policy and practices in ways that are yet to be invented (Sarasvathy & Venkaraman, 2011).

Some schools of thought viewed entrepreneurship as a process of developing entrepreneurial mind sets (Afolabi, 2015; Gibbs et al., 2013). It is the process of initiating business ventures , organizing profitable business ventures, organizing profitable business transactions and taking risks based on previously experiences acquired (Baba, 2013). GEM (2013) defined entrepreneurship as “any attempt to create a new business organization or expansion of an existing business”. According to Teshome (2014), Odunaike & Amoda (2013), entrepreneurship is the art of setting up and running an enterprise profitably and sustainably.

Entrepreneurship Education refers to the scope of curricular lectures or courses that provide students with entrepreneurial competencies skills and knowledge in pursuing entrepreneurial career (Ekpoh & Edet, 2011; Selvaraja & Meyer, 2011). Entrepreneurship Education plays an important role in improving the inclination of young people to choose entrepreneurship as a career option (Burton et al., 2016). In this study, entrepreneurship education is used in a narrow sense of referring to students intentions to start a business, therefore entrepreneurship education refers to education that provides students with the knowledge and skills to develop positive attitudes towards creating their own new business ventures and self-employment as a viable career (Mwasalwiba, 2010; Fayolle & Gailly, 2015).

1.3 Entrepreneurship Education Curriculum

Entrepreneurship curriculum contains information on how students can identify and shape opportunities, assess business concepts, develop operational plans, fund and launch ventures, grow new enterprises and case studies which should be discussed in the class room to provide students with another venue for examining entrepreneurial strategies and learning about the successes and failures of new ventures (Gafar, Kasim and Martin , 2013). It should be noted that entrepreneurship education curriculum in the universities has been demonstrated as a critical factor in providing not only knowledge, but skills, training and best learning models for the university students (Oyingi, 2014). According to Kume et al., (2013), entrepreneurship curriculum in universities is designed to catch the attention of students towards being entrepreneurs after graduation. One of the most significant elements of entrepreneurship curriculum design is teaching-learning methods which plays a key role in studies and researches related to such a curriculum. Norasmah & Faridah (2010) stated that entrepreneurship education

would be more effective if the learning method utilizes real experiences as an entrepreneur, for example, encouraging students to start a business.

1.4 Teaching Methods

With regards to entrepreneurship education teaching methods, there is little consensus about the best practices for teaching entrepreneurship in universities (Collins & Pratt, 2011) and Duarte (2013). There is no single entrepreneurship teaching approach used in universities (Neck & Greene, 2011). Mwasalwiba (2010) remarked that although it is not hard a decision for universities to run courses in entrepreneurship, however, it is a challenge to academics to choose the teaching methods that align with their course objectives, environments and even the type of students in the programme.

An overview of the literature on entrepreneurship shows the change in pattern from conventional teaching of entrepreneurship to modern methods based on “action learning”. Oyetola (2013) offered process-oriented teaching instead of content-oriented; problem-based teaching instead of introducing concepts and methods such as group project, writing business plans, practical experience in producing and selling products and services and learning from mistakes. Arasti, Falavarjani & Imanipour (2012) think of group project, case study, individual projects, developing a new investment project, problem solving, guiding young entrepreneurs by supporting them in their projects, training in investment, group discussion, official speech, interviewing entrepreneurs, simulations and scientific visits as the most important methods of teaching entrepreneurship.

Shariff et al., (2011) introduced entrepreneurship education through individual, extra-curricular activities and entrepreneurship training, defining and completing individual projects , action research-probing process, turning idea into action plans, discussing important and perfect action plans, control over research methods and scientific, educational and research development. Balan (2014) included visits and attachments to companies to gain practical experiences. Others include games and competitions, venturing in real business undertakings, workshops, presentations and field visits (Saliba, 2010). Martin, McNally & Kay (2013) emphasized that there is some urgency for a theory-driven framework which can help to assess the relevance of a variety of teaching methods (Bapista & Naia, 2015; Krueger, 2015; and Lackeus, 2015).

1.5 Entrepreneurial Industrial Attachments

Universities and Colleges have been using attachments as a means of providing business students' with practical experiences and preparing them for their future careers (Moghaddan, 2011). Industrial attachments provide an experience of ‘learning by doing’ in real business situation, but with guidance and support. There has been an increasing consideration of new approaches to curriculum pedagogy in the universities, particularly in the form of work integrated learning opportunities that aim to incorporate the workplace setting as a component of higher (Anderson et al., 2012 and Wan et al., 2013). Sivotwa et al., (2014) noted that industrial

attachment is an expert supervised process of transferring skills, knowledge, attitudes and information to students as a way of enhancing their efficiency and effectiveness in their area of specialization.

A study by Gumbe, Svotwa & Mupambireyi (2012) found that industrial attachment was relevant to the academic training and further pointed out that the programme was introduced in order to bridge the gap between theory and practice. Also, Adjei, Nyarko & Nunfam (2014) reported a positive stakeholders' perceptions particularly in the role of the attachment programme as a catalyst for the transition from the classroom to the world of work. Furthermore, Nyandoro & Musekiwa (2016) concurred that students' industrial attachment programme helps to bridge the gap between theory and practice.

2.0 Theoretical Framework

2.1 Human Capital Entrepreneurship Theory

Human capital entrepreneurship theory creates a foundation for the place of education regarding entrepreneurial development which makes it particularly relevant to the context of the entrepreneurship education study. Shane and Venkataraman (2000) argued that human capital factors are salient to idea generation, opportunity recognition and business planning. This, according to Anderson and Miller (2003), implied that the component of entrepreneurship programme has a prominent role to play in enhancing the development of abilities associated with successful entrepreneurial outcomes of an entrepreneurial programme.

2.2 Entrepreneurship from the Economic Theory

The interest in entrepreneurship education is closely related to the economic contribution of small firms, especially in the context of job creation (Falkang and Alberti, 2000) in both developed and developing countries. For instance, the Central Bank of Nigeria (2015) found that small firms have the potential to create employment, “upgrade social technologies, development of local businesses and forward integration with large firms or SMEs constitute over 90% of total enterprises in most of the economies and are credited with generating the highest rates of employment growth and account for a major share of industrial production. In Nigeria, 96% of the businesses are SMEs (Oyeyinka, 2013). Furthermore, Afolabi (2014) found that in the last five years, MSMEs sector accounted for about 99.6% of the registered businesses in Nigeria by which 65% of the labour force earn a living.

2.3 Entrepreneurship from the Psychological Theory

The theory suggests that some individuals have certain psychological characteristics that determines whether or not one finds the tasks and roles of entrepreneurship attractive and viable (McClelland, 1965). Scholars indicated that relevant traits are part of the critical determinants of

the new venture creation decision. In fact, empirical studies indicated that relevant traits are particularly critical at the intention stage. The major personality and motivation attributes associated with entrepreneurship are: Need for achievement, risk taking propensity, desire for independence, agreeable and extraversion (Zhao et al., 2010a). The need for achievement theory is widely respected in the entrepreneurship literature (McClellands, 1965). This theory refers to “the degree to which one sets and strives to reach goals and the degree to which one works hard and is satisfied with the results of the work” (Gerba, 2012). The personality traits theory (Kristiansen & Indarti, 2004) suggested that individuals with a high need for achievement had a strong desire to be successful and were thus more likely to behave entrepreneurially as a consequence (McClelland, 1965). Individuals with high Nach are more likely to find entrepreneurship attractive. Therefore, need for achievement is linked with entrepreneurial intentions (Kusmintarti, 2014). Also, numerous researchers have shown a significant impact of need for achievement on entrepreneurial intentions (Karabulut, 2016).

The concept of Risk-taking Propensity refers to the willingness of an individual to employ either risk taking or risk avoidance strategies when confronted with risky situations. According to Callaghan and Venter (2011) and Zhang, Duysters & Cloudt (2014), risk-taking propensity epitomizes an entrepreneurial orientation at both firm and individual level. Also, findings from recent studies buttress the view that taking risk is a core part of entrepreneurship Dawson & Henlay (2015); Verheul, Thurik, Grilo & Van der Zwan (2015).

2.4 Entrepreneurship from the Sociological Theory

This theory is based on Social Behavior Theories. It focuses on the person in context Bandura (1982); Muller & Thomas (2001) and Mauer, Neergaard & Linstandt (2009). Specifically, family background, situational factors such as gender, age, religion, marital status and prior experience have an influence on the likelihood of engaging in entrepreneurship.

2.5 Ajzen Theory of Planned Behavior (TPB)

Ajzen (1985, 1991) : Theory of Planned Behavior (TPB) follows the theory of reasoned action on beliefs, attitudes and intentions as determinants of human behavior Ajzen (2011); Bandura (1983). According to Karimi, Biemans, Lans, Chizari & Mulder (2014) theory of planned behavior has been widely applied in entrepreneurship research due to its efficacy and ability to predict entrepreneurial intentions. Also, Haider , Pietarinen, Havu-Nuutinen (2016) and Thorhange, Haustein, Cherchi (2016), Rowe, Andrews, Harris, Armitage, McKenna & Norman (2016) saw TPB often used to predict different kinds of human intentions to behave in a certain way. Individual intentions are effective in predicting planned behavior with the support of TPB theory, while behavioural intention is predicted by attitudes (Alharbi, Almahdi and Mosbah, 2018). As a general rule, the stronger the intention to engage in behavior, the more likely should be its performance.

2.6 Entrepreneurial Intention Model

Intentionality is a state of mind directing a person's attention, experience and actions towards a specific objective (goal) or path. Scholars have indicated that intention is the most immediate antecedent of a given behavior (Ajzen 1991 and Zhao, Seibert & Lumpkin 2010). Entrepreneurial intention is defined as the willingness of an individual to express entrepreneurial behavior and engage in entrepreneurial activities associated with self-employment initiatives and new business start-ups (Dohse & Walter, 2010). It involves the inner guts, ambition and the feeling to stand on one's feet (Zain, Akram & Ghani, 2010). According to Bird (1988), entrepreneurial intentions reflect an individuals' state of mind targeted at new venture creation, development of new business models and value addition within existing business models. The GEM indicated that entrepreneurial intention correlates positively with business creation in a society.

3.0 Research Methodology

This study was conducted on the final year undergraduate students in the 2018/2019 academic session who must have taken entrepreneurship education as a course or general study (GST) in the Federal, State and Private universities in Lagos-State, Ogun-State and Oyo-State. These universities were University of Lagos, Lagos State University, Caleb University (Lagos), Federal University of Agriculture, Tai Solarin University of Education, Covenant University (Ogun) and University of Ibadan, Ladoke Akintola University of Technology, Ajayi Crowther University (Oyo). The sample size was 3,160 respondents (Table 1).

Table: 1: Population and Sample of the Study

<i>State</i>	<i>University</i>	<i>Population</i>	<i>Sample</i>
Lagos State	UNILAG	14,522	375
	LASU	19,791	377
	CALEB	1,926	322
Oyo State	UI	12,236	375
	LAUTECH	10,456	370
	ACU	1,433	306
Ogun State	FUNAAB	15,847	377
	TASUED	2,661	338
	CU	1,868	320
Total		80740	3160

* The above table was computed using Krejcie, R. V. & Morgan, D. W. (1970) for determining the sample size for research activities. Educational and psychological measurement; 30: 607 – 610

3.0 Descriptive Statistics

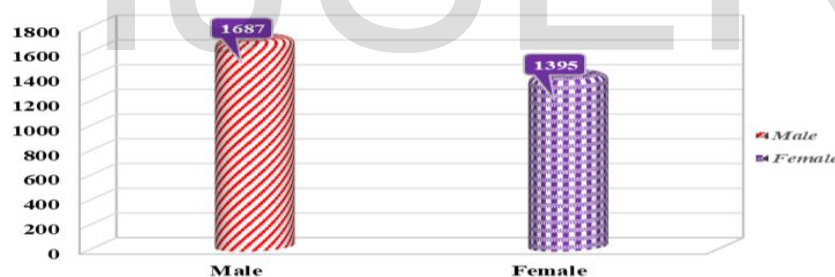
Descriptive statistics was used to describe the basic feature of the data in the study: It provides simple summaries about the sample and the measures and simple graphics analysis. These form the basis of virtually every quantitative analysis of data. The distribution is a summary of the frequency of individual values or range of values (year in university, percentage of students at each level,, gender, religion, etc). The frequency distribution was depicted as a table, histogram and pie-chart. The dispersion was the spread of values around the central tendency using the mean or average (M) of the central tendency. The standard deviation was used as an estimate of dispersion because an outlier can greatly exaggerate the range. The standard deviation (SD) showed the relation that the set of scores has to the mean of the sample.

3.1 Demographic Data of the Respondents

Table 2: Distribution of the respondents by gender

	<i>Frequency</i>	<i>Percent</i>
Male	1687	54.7
Female	1395	45.3
Total	3082	100.0

Diagram 1: Histogram of Respondents by Gender

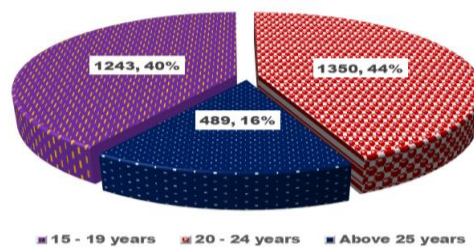


The result in Table 2 showed that a total of 3082 respondents participated in the study through their response to the questionnaire. A total of 1687 (54.7%) of the respondents were male while 1395 (45.3%) of the respondents were female students. This implied that there were more male respondents than the female respondents in the study across the universities in South-West of Nigeria. This is in line with the studies of Karimi et al., (2014); Zhang et al., (2014) and Eurostat Database (2018) that there is a strong preference for entrepreneurial activity and self-employment among men than women.

Table 3: Distribution of the respondents by age

	<i>Frequency</i>	<i>Percent</i>
15 - 19 years	1243	40.3
20 - 24 years	1350	43.8
Above 25 years	489	15.9
Total	3082	100.0

Diagram 2: Pie-chart

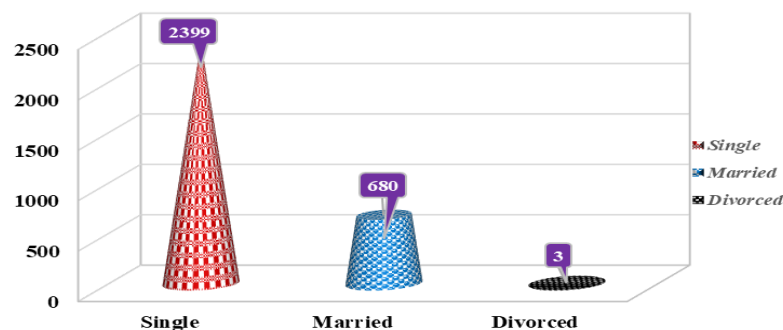


The result in Table 3 showed that a total of 3082 respondents participated in the study through their responses to the questionnaire. A total of 1243 (40.3%) of the respondents were between the ages of 15 – 19 years, 1350 (43.8%) were between 20 – 24 years old and 489 (15.9%) were above the age of 25 years old. This implied that most of the students were between the ages of 20 – 24 years old across the universities in South-West of Nigeria. This is in line with the study of Pauceanu, Alpenidze, Edu and Zaharia (2019) that sees the entry age of 20-25 as significantly correlated with the intention of starting a business.

Table 4: Distribution of the respondents by marital Status

	<i>Frequency</i>	<i>Percent</i>
Single	2399	77.8
Married	680	22.1
Divorced	3	.1
Total	3082	100.0

Diagram 3: Histogram of Respondents by Marital Status

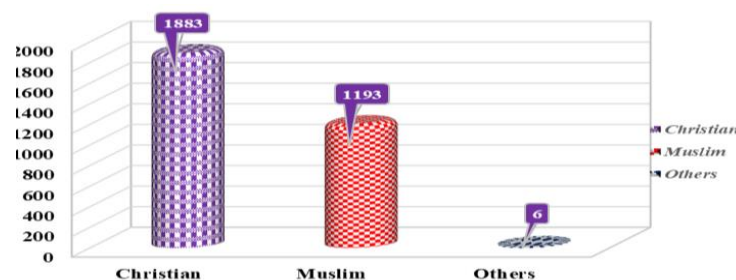


The result in Table 4 showed that a total of 3082 respondents participated in the study through their responses to the questionnaire. A total of 2399 (77.8%) of the respondents were single, 680 (22.1%) were married and 3 (0.1%) were divorced. This implied that most of the students were single across the South-West universities. This is in line with the studies of Grable (2000) and Lazzarone (1996) that observe single people feeling easier to assume risks than married people that are disposed to risk-taking propensity.

Table 5: Distribution of the respondents by religion

	<i>Frequency</i>	<i>Percent</i>
Christian	1883	61.1
Muslim	1193	38.7
Others	6	.2
Total	3082	100.0

Diagram 4: Histogram of respondents by religion



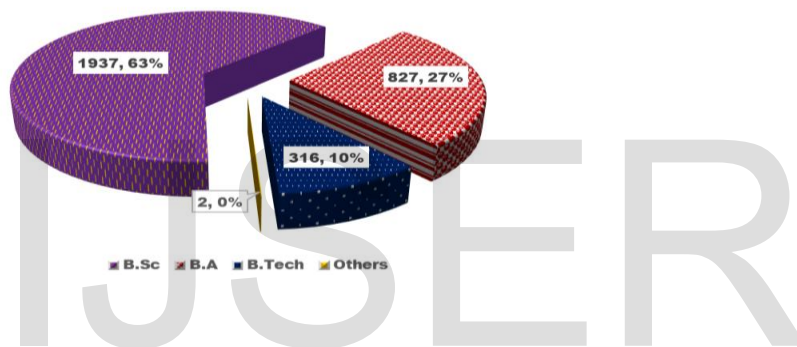
The result in Table 5 showed that a total of 3082 respondents participated in the study through their responses to the questionnaire. A total of 1883 (61.1%) of the respondents were Christians, 1193 (38.7%) were Muslims and 6 (0.2%) were practicing other religion. This implied that most of the students were Christians across the universities in South-West of Nigeria. Religion has a strong positive influence on EI (Abdullahi & Shitu, 2015). Also, DrakopoulouDodd & Seasman (1998) perceive Christianity as providing a legitimizing and supportive atmosphere for entrepreneurship because countries with more religious individuals have been found to typically correlate with economic attitudes and growth. Individuals are more likely to pursue entrepreneurial careers in highly religious environment. In the same vein, Kelley et al., (2012)

observe that countries having a similar religious profile vary in the extent of entrepreneurial activity.

Table 6: Distribution of respondents by degree

	<i>Frequency</i>	<i>Percent</i>
B.Sc	1937	62.8
B.A	827	26.8
B.Tech	316	10.3
Others	2	0.1
Total	3082	100.0

Diagram 5: Pie Chart of Respondents by Degree

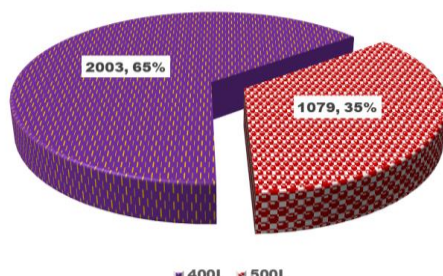


The result in Table 6 showed that a total of 3082 respondents participated as shown in the table above. A total of 1937 (62.8%) of the respondents were studying courses that will be awarded with Bachelor of Science and Bachelor of Art; 827 (26.8%) of the respondents were studying courses that will be award them with Bachelor of Technology and Bachelor of Engineering; and 318 (10.4%) of the respondents will be awarded with Bachelor of Science Education and Bachelor of Art Education respectively. This implied that most of the students were studying courses related to sciences (Pure Sciences, Social Sciences, Management Sciences, Applied Sciences, etc) across the universities in South-West of Nigeria.

Table 7: Distribution of respondents by academic level

	<i>Frequency</i>	<i>Percent</i>
400L	2003	65.0
500L	1079	35.0
Total	3082	100.0

Diagram 6: Pie chart of Respondent by academic level



The result in Table 7 showed that a total of 3082 respondents participated in the study through their response. A total of 2003 (65.0%) were in 400 Level and 1079 (35.0) were in 500 Level. This implied that all the respondents sampled in the study were in 400/500 Level across the universities in South-West universities.

The Entrepreneurial intentions data was collected through a self-administered survey questionnaire method based on the 7-point Likert-scale questionnaire. A total of 3,160 questionnaires were distributed. A total of 78 (2.5%) questionnaires were incompletely filled and lost due to one error or the other. Therefore, a total of 3082 questionnaires were used in the study. Also, the study employed the purposive, convenience sampling, stratified and random sampling techniques. The descriptive and inferential methods of analysis were also employed for this study.

Response to the Items

Table 8: Response to entrepreneurial intentions (items 1-9)

	<i>SD</i>	<i>D</i>	<i>TD</i>	<i>N</i>	<i>TA</i>	<i>A</i>	<i>SA</i>	<i>M</i>	<i>SD</i>
	%	%	%	%	%	%	%		
I am ready to do anything to be an entrepreneur amongst various options.	378 12.3%	216 7.0%	99 3.2%	92 3.0%	630 20.4%	666 21.6%	1001 32.5%	5.07	2.065
My professional goal is to be an entrepreneur.	72 2.3%	374 12.1%	166 5.4%	148 4.8%	510 16.5%	952 30.9%	860 27.9%	5.25	1.758
If I decided to create a business venture, would people close to me approve of my decision?	138 4.5%	211 6.8%	232 7.5%	138 4.5%	530 17.2%	869 28.2%	964 31.3%	5.33	1.762
If I decided to create a business venture, would my immediate family approve of my decision?	152 4.9%	217 7.0%	186 6.0%	166 5.4%	511 16.6%	978 31.7%	872 28.3%	5.30	1.754
I have a strong intention of pre-starting a business venture in the future.	164 5.3%	168 5.5%	148 4.8%	112 3.6%	595 19.3%	1019 33.1%	876 28.4%	5.39	1.699
I am prepared to engage in any business and keep it working no matter the risk involved.	122 4.0%	218 7.1%	148 4.8%	148 4.8%	532 17.3%	1007 32.7%	907 29.4%	5.40	1.689

I know how to develop an entrepreneurial project.	121	183	170	144	633	942	889	5.39	1.655
	3.9%	5.9%	5.5%	4.7%	20.5%	30.6%	28.8%		
Being an entrepreneur would entail great satisfaction for me	94	160	174	155	544	1030	925	5.49	1.588
	3.0%	5.2%	5.6%	5.0%	17.7%	33.4%	30.0%		
A career as an entrepreneurial is attractive for me.	159	164	148	124	550	1029	908	5.41	1.693
	5.2%	5.3%	4.8%	4.0%	17.8%	33.4%	29.5%		

The result from Table 8 above which measured the responses of the respondents to entrepreneurial intentions showed that 378 (12.3%) of the respondents strongly disagreed with the item 1: ***“I am ready to do anything to be an entrepreneur amongst various options”***, 216 (7.0%) further disagreed, 99 (3.2%) totally disagreed, and 92 (3.0%) were neutral. However, 630 (20.4%) totally agreed, 666 (21.6%) of the respondents agreed while 1001 (32.5%) were the majority of the respondents that strongly agreed with the item 1. Therefore, item 1 was not rejected as the mean ($M = 5.07$, $SD = 2.07$) was greater than the cut off mean ($M = 4.0$) for acceptance or rejection of items on a seven-point Likert scale. Hence, item 1 was accepted implying that majority of the respondents were ready to do anything to be entrepreneurs amongst various options.

In item 2, 72 (2.3%) of the respondents strongly disagreed with item 2: ***“My professional goal is to be an entrepreneur”***. 374 (12.1%) further disagreed, 166 (5.4%) totally disagreed, and 148 (4.8%) were neutral. However, 510 (16.5%) totally agreed, 952 (30.9%) were the majority of the respondents that agreed, while 860 (27.9%) of the respondents strongly agreed with item 2. Therefore, item 2 was not rejected as the mean ($M = 5.25$, $SD = 1.76$) was greater than the cut off mean ($M = 4.0$) for acceptance or rejection of items on a seven-point Likert scale. Hence, item 2 was accepted, indicating that majority of the respondents’ professional goal is to be entrepreneurs.

Also, 138 (4.5%) of the respondents strongly disagreed with item 3: ***“If I decided to create a business venture, would people close to me approve of my decision?”*** 211 (6.8%) further disagreed, 232 (7.5%) totally disagreed, and 138 (4.5%) were neutral. However, 530 (17.2%) totally agreed, 869 (28.2%) of the respondents agreed while 964 (31.3%) were the majority of the respondents that strongly agreed with item 3. Therefore, item 3 was not rejected as the mean ($M = 5.33$, $SD = 1.76$) was greater than the cut off mean ($M = 4.0$) for acceptance or rejection of items on a seven-point Likert scale. Hence, item 3, indicating majority of respondents’ decision to create a business venture with the approval of people close to them was acceptable.

As many as 152 (4.9%) of the respondents strongly disagreed with item 4: ***“If I decided to create a business venture, would my immediate family approve of my decision?”*** 217 (7.0%) further disagreed, 186 (6.0%) totally disagreed, and 166 (5.4%) were neutral. However, 511 (16.6%) totally agreed, 978 (31.7%) were the majority of the respondents that agreed, while 872 (28.3%) of the respondents strongly agreed with item 4. Therefore, item 4 was not rejected as the mean ($M = 5.30$, $SD = 1.75$) was greater than the cut off mean ($M = 4.0$) for acceptance or rejection of items on a seven-point Likert scale. This, thus, indicated that majority of the respondents decision to item 4 was acceptable in creating a business venture with the approval of their immediate family.

A total of 164 (5.3%) of the respondents strongly disagreed with item 5: ***“I have a strong intention of pre-starting a business venture in the future?”*** 168 (5.5%) further disagreed, 148 (4.8%) totally disagreed, and 112 (3.6%) were neutral. However, 595 (19.3%) totally agreed, 1019 (33.1%) were the majority of the respondents that agreed, while 876 (28.4%) of the respondents strongly agreed with item 5. Therefore, item 5 was not rejected as the mean ($M=5.39$, $SD=1.70$) was greater than the cut off mean ($M=4.0$) for acceptance or rejection of items on a seven-point Likert scale. The decision to item 5 was acceptable to majority of the respondents towards having a strong intention of pre-starting a business venture in the future.

A total of 122 (4.0%) of the respondents strongly disagreed with item 6: ***“I am prepared to engage in any business and keep it working no matter the risk involved”*** 218 (7.1%) further disagreed, 148 (4.8%) totally disagreed, and 148 (4.8%) were neutral. However, 532 (17.3%) totally agreed, 1007 (32.7%) were the majority of the respondents that agreed, while 907 (29.5%) of the respondents strongly agreed with item 6. Therefore, item 6 was not rejected as the mean ($M=5.40$, $SD=1.69$) is greater than the cut off mean ($M=4.0$) for acceptance or rejection of items on a seven-point Likert scale. Hence, majority of the respondents' decision to item 6 was acceptable, therefore the respondents are prepared to engage in any business and keep it working no matter the risk involved. Majority of the respondents' responses to item 6 was acceptable; therefore, they are prepared to engage in any business and keep it working no matter the risk involved.

A total of 121 (3.9%) of the respondents strongly disagreed with item 7: ***“I know how to develop an entrepreneurial project”*** 183 (5.9%) further disagreed, 170 (5.5%) totally disagreed, and 144 (4.7%) were neutral. However, 633 (20.5%) totally agreed, 942 (30.6%) were the majority of the respondents that agreed, while 889 (28.8%) of the respondents strongly agreed with item 7. Therefore, item 7, was not rejected as the mean ($M=5.39$, $SD=1.66$) was greater than the cut off mean ($M=4.0$) for acceptance or rejection of items on a seven-point Likert scale. This implies that item 7 was accepted by majority of the respondents', hence the respondents know how to develop an entrepreneurial project.

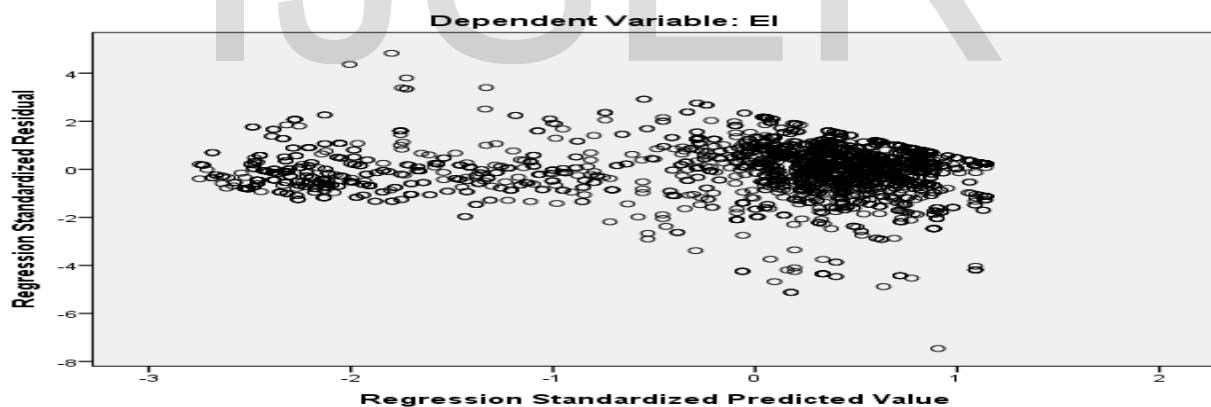
A total of 94 (3.0%) of the respondents strongly disagreed with the item 8: ***“Being an entrepreneur would entail great satisfaction for me”*** 160 (5.2%) further disagreed, 174 (5.6%) totally disagreed, and 155 (5.0%) were neutral. However, 544 (17.7%) totally agreed, 1030 (33.4%) were the majority of the respondents that agreed, while 925 (30.0%) of the respondents strongly agreed with item 8. Therefore, item 8 was not rejected as the mean ($M=5.49$, $SD=1.59$) was greater than the cut off mean ($M=4.0$) for acceptance or rejection of items on a seven-point Likert scale. Hence, majority of the respondents' accepted item 8, hence, they are aware that being an entrepreneur would entail great satisfaction for them.

Lastly, 159 (5.2%) of the respondents strongly disagreed with item 9: ***“A career as an entrepreneur is attractive for me”*** 164 (5.3%) further disagreed, 148 (4.8%) totally disagreed, and 124 (4.0%) were neutral. However, 550 (17.8%) totally agreed, 1029 (33.4%) were the majority of the respondents that agreed, while 908 (29.5%) of the respondents strongly agreed with item 9. Therefore, item 9 was not rejected as the mean ($M=5.41$, $SD=1.69$) was greater than the cut off mean ($M=4.0$) for acceptance or rejection of items on a seven-point Likert scale. Since majority of the respondents accepted item 9, therefore, a career as an entrepreneur is attractive for them.

Table 9: Descriptive statistics of entrepreneurship education and entrepreneurial intentions

	<i>M</i>	<i>SD</i>	<i>N</i>	<i>R</i>					<i>P</i>
				<i>EI</i>	<i>CP</i>	<i>TM</i>	<i>EIA</i>		
EI	48.04	13.544	3082	1.000	.857	.840	.649	1.000	
CP	48.38	13.030	3082	.857	1.000	.604	.611	.857	
TM	49.04	12.748	3082	.840	.604	1.000	.646	.840	
EIA	46.11	14.471	3082	.649	.611	.646	1.000	.649	

Table 9 above showed the descriptive statistics of linear regression which was carried out to investigate the relationship between entrepreneurship education and entrepreneurial intention of university graduates in Nigeria. The scatterplot (above diagram 7) showed that there existed a relationship between Entrepreneurial Intention (EI) ($M=48.04$, $SD=13.54$), entrepreneurship education Curriculum Practices (CP) ($M=48.38$, $SD=13.03$), entrepreneurship education Teaching Methodology (TM) ($M=49.04$, $SD=12.75$) and Entrepreneurial Industrial Attachment (EIA) ($M=46.11$, $SD=14.47$).



Furthermore, in this study, correlation analysis was carried out. In correlated data, the change in the magnitude of one variable is associated with a change in the magnitude of another variable, either in the same (positive correlation) or in the opposite (negative correlation) direction. Correlation does not fit a line through the data points, but computing a correlation coefficient tells how much one variable tends to change when the other one does. When $r = 0.0$, there is no relationship, when r is + ve, there is a trend that one variable goes up as the other one goes down. With correlation, it does not have to think about cause and effect. It does not matter which of the

two variables is called dependent and which is called independent, if the two variables swapped the degree of correlation coefficient will be the same (Zaid, 2016).

Table 10: Correlation of Entrepreneurial Intentions

Correlations			
	EI	CP	TM
EI			
CP	.857		
TM	.840	.604	
EIA	.649	.611	.646

Also for the correlation analysis, the Kolmogorov-Smirnov and Shapiro-Wilk test of statistics were also used. The Shapiro-Wilk test is generally more powerful than Kolmogorov-Smirnov test (Hanusz, Tarasinaka and Zielinski, 2016). If the Shapiro-Wilk test is greater than >0.05 , the data is normal. If it is below 0.05, the data significantly deviates from a normal distribution. The test rejects hypothesis of normality when the p-value is less \leq to 0.05.

Table 11: Tests of Normality for the residual of entrepreneurial intentions

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
EI	.056	3082	.084	.981	3082	.079

Diagram 8: Histogram of Entrepreneurial Intention

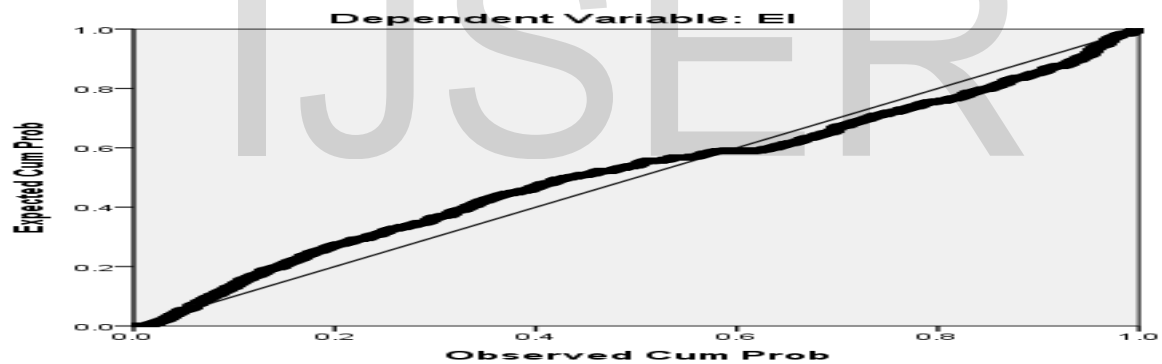
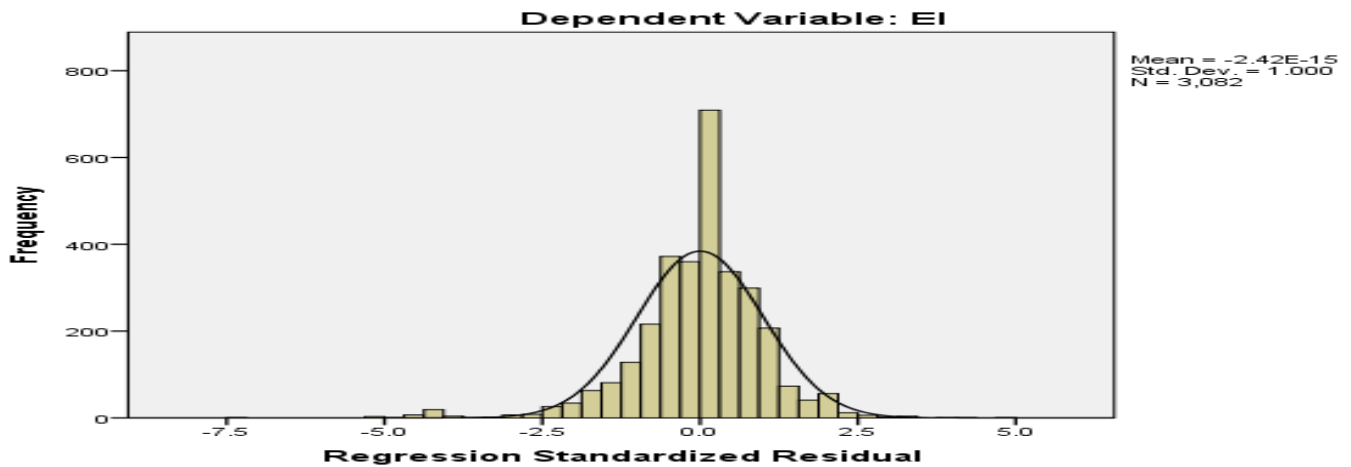


Diagram 9: Normal P-P Plot of Entrepreneurial Intentions

Table 12: Multi-Colinearity of Entrepreneurial Intentions

Coefficients^a

Model								Collinearity Statistics	
	<i>B</i>	<i>SE B</i>	<i>B</i>	<i>T</i>	<i>P</i>	95.0% <i>CI</i>		Tolerance	VIF
1 (Constant)	2.529	.484		5.223	.000	1.579	3.478		

CP	.554	.022	.533	25.557	.000	.512	.597	.180	5.546
TM	.376	.023	.354	16.040	.000	.330	.422	.162	6.185
EIA	.006	.013	.006	.461	.645	-.019	.030	.436	2.294

a. Dependent Variable: EI

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	CP	TM	EIA
1	1	3.919	1.000	.00	.00	.00	.00
	2	.049	8.938	.89	.01	.01	.17
	3	.026	12.304	.10	.13	.06	.80
	4	.006	25.225	.01	.86	.83	.03

a. Dependent Variable: EI

Prior to carrying out the multivariate regression analysis, normality, multicollinearity, correlation were all examined above. The multiple regression analysis was used to establish the relationship between the independent variables entrepreneurship education (Curriculum Practice CP, Teaching Methodologies TM, Entrepreneurial Industrial Attachment EIA) and the dependent variable entrepreneurial intentions to determine the relationship and the direction of the relationship

Research Hypotheses:

Main Hypothesis: There is no significant relationship between entrepreneurship education and entrepreneurial intentions of university graduates in Nigeria.

Sub-Hypotheses: (a) There is no significant relationship between entrepreneurship education curriculum and entrepreneurial intentions of university graduates in Nigeria. (b) There is no significant relationship between entrepreneurship education teaching methodologies and entrepreneurial intentions of university graduates in Nigeria. (c) There is no significant relationship between entrepreneurship education industrial attachment and entrepreneurial intentions of university graduates in Nigeria.

Table 13: Regression of entrepreneurship education and entrepreneurial intentions

	<i>B</i>	<i>SE</i>	<i>B</i>	<i>T</i>	<i>P</i>	<i>F</i>	ρ	R^2	ΔR^2
(Constant)	2.529	.484		5.223	.000	3218.486	.000 ^b	.758	.758
CP	.554	.022	.533	25.557	.000				

TM	.376	.023	.354	16.040	.000
EIA	.006	.013	.006	.461	.645

Table 13 showed that a multiple linear regression was conducted to determine the relationship between entrepreneurship education and entrepreneurial intention of university graduates in Nigeria. Using the enter mode, it was found that there existed a significant relationship between entrepreneurship education (CP, TM, and EIA) and entrepreneurial intention of university graduates in Nigeria; $F(3, 3078) = 3218.486$; $p < 0.001$, $R^2=0.758$, and $\Delta R^2=0.758$. The analysis showed that entrepreneurship education Curriculum Practices (CP) significantly predicted the Entrepreneurial Intention (EI) of university graduates in Nigeria ($B = 0.554$, $t(3081) = 25.557$, $p < 0.001$); entrepreneurship education Teaching Methodologies (TM) significantly predicted the Entrepreneurial Intention (EI) of university graduates in Nigeria ($B = 0.376$, $t(3081) = 16.040$, $p < 0.001$); Entrepreneurial Industrial Attachment (EIA) does not significantly predict the Entrepreneurial Intention (EI) of university graduates in Nigeria ($B = 0.006$, $t(3081) = 0.461$, $p > 0.05$). The table further implied that entrepreneurship education Curriculum Practices (CP) and entrepreneurship education Teaching Methodologies (TM) accounted for 75.8% of the variance in Entrepreneurial Intention (EI) of university graduates in Nigeria.

4.0 Discussion

In effect, entrepreneurship education Curriculum Practices (CP) and entrepreneurship education Teaching Methodologies (TM) influenced the Entrepreneurial Intention (EI) of university graduates in Nigeria. Therefore, the null hypothesis that stated that there exist no significant relationship between entrepreneurship education and entrepreneurial intentions of university graduates in Nigeria was rejected at 0.05 level of significance. This is consistent with the findings of previous studies of Karanya et al., (2016); Hafiz and Sa'ad (2015); Kuttim et al., (2016); Buba et al., (2015); Oguntimehin and Olaniran (2017); Afolabi et al., (2018). However, entrepreneurial industrial attachment (EIA) has insignificant relationship with EI of university graduates in Nigeria. This is also in line with the findings of Keramat et al (2015), Chinyemba et al (2012); who see all teaching methodologies as appropriate except EIA. The researchers' believes that using model instructors and appropriate teaching methods will make learners participate more in entrepreneurship activities. Also, it was ascertained that unless students were attached to credible organizations for proper assessment and supervision then EIA can be effective. In summary, there exists a significant positive relationship between EE and EI of university graduates in Nigeria. This is in line with the studies of Kuttim et al., (2014, 2016) and in tandem with empirical studies by Zhang et al., (2014); Solesvik et al., (2013); Herman and Stefneskus (2017); Gibcus et al., (2013).

The regression equation is as follows:

$$EI = 2.529 + 0.554 (CP) + 0.376 (TM) + 0.006 (EIA)$$

Where

EI = Entrepreneurial Intention

CP= entrepreneurship education Curriculum Practices

TM=entrepreneurship education Teaching Methodologies

EIA =entrepreneurship education Entrepreneurial Industrial Attachment

5.0 Summary, Conclusion and Recommendations

The study investigated the effect of entrepreneurship education on entrepreneurial intentions of university graduates in Nigeria. The multivariate regression model was used to test the stated hypotheses. The results showed that there exists a significant relationship between entrepreneurship education and entrepreneurial intentions of university graduates in Nigeria. Furthermore, the results showed that Entrepreneurship Curriculum Practices (CP) significantly predicted the Entrepreneurial Intentions of university graduates in Nigeria; Entrepreneurship Education Teaching Methodologies (TM) significantly predicted the Entrepreneurial Intentions of university graduates in Nigeria; while Entrepreneurial Industrial Attachment did not significantly predict the Entrepreneurial Intentions of university graduates in Nigeria. The result further implies that Curriculum Practices (CP) and Teaching Methodologies (TM) accounted for 75.8% of the variance in EI of university graduates in Nigeria.

In conclusion, findings from the study showed that entrepreneurship education has a positive direct significant relationship with entrepreneurial intentions of university graduates in Nigeria.

Therefore, it is recommended that entrepreneurship education in the universities should be the core of actions to be taken i.e entrepreneurship education should be given special attention. The curriculum should be appropriately developed to encourage university students to be entrepreneurs and not searching for white collar jobs. The teaching of entrepreneurship education should involve critical thinking, experiential learning and reflective practices. Universities must be determined on the methods to use in the delivery of entrepreneurship as a course to the students towards the realization of their entrepreneurial intents. Different and relevant pedagogical approaches should be adopted by entrepreneurship lecturers to enhance their teaching and not a 'one-size-fits-all' approach. Finally, university students should be encouraged to have a mandatory industrial attachment/ internship with firms that can support the students in entrepreneurship intents.

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