

The Effect Of Entrepreneurship Education On Students' Entrepreneurial Intentions

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Purpose-The main aim of this paper is to examine the effect of entrepreneurial education on students' entrepreneurial intentions. Also the study sought to determine whether such intention usually give rise to entrepreneurial start-up among students. **Design/methodology/approach-**Primary data comes from 250 students who currently have entrepreneurship as one of their courses in their institution of higher leaning within the south west of the country. Respondents filled in a detailed questionnaire on their background and other related items as regards to their entrepreneurship education. A model of regression analysis was considered most appropriate for the data analysis of the study used. The use of regression analysis results from the fact that it will enable the study to test the influence of independent variables on the dependent variable and also to ascertain the rate of change in the dependent variable as determined by increase or decrease in the independent variables. **Findings-**The results of the regression analysis revealed that student's exposure to entrepreneurship education has a positive influence on the students' entrepreneurial intentions. **Research Limitations/implications-**Examining the impact of entrepreneurial education on students' entrepreneurial activities tends to raise or provide some useful insights into some theoretical issues on one hand. And on the other hand, it raises some practical implications for policy makers both in the government and universities. However, this study is limited based on the information available when the research is carried out. Further research could look at the effect of the entrepreneurship education on entrepreneurial activities after graduation. This study hence recommends that the Nigeriangovernment should make entrepreneurship education a compulsory course in Nigerian schools (primary, secondary and tertiary institutions). This will help to influence youth's attitude towards entrepreneurship. **Originality /value-**The study makes empirical and theoretical contribution by focussing on the research area that has received less attention especially in the context of study environment.

Keywords - Entrepreneurship Education, Entrepreneurial Intentions and Entrepreneurial Actualization.

I INTRODUCTION

The aim of this study is to examine the effect of entrepreneurial education on students' entrepreneurial intentions and dreams. This is to confirm or disaffirm the assertion that entrepreneurial education increases the intention to start business among University undergraduates (Maki 1999; Douglas and Dean 2002; Shane, 2004; Dean, 2004; Villanueva et al, 2005). The effects of entrepreneurial education has made entrepreneurship to gain worldwide recognition in countries such and USA, France, Germany, Britain to mention a few. As Gartner and Vesper, (1974); Fayolle (2004) and Bhandari (2006) rightly observed, more educational institutions now offer a wide range of entrepreneurship programmes and training activities. The programme appears to be influencing students in terms of generating entrepreneurial interest and going into the business of their choice. Souitaris, Zerbini and Al-lahan (2006) revealed that entrepreneurial programmes raise attitudes and behaviour capable of provoking entrepreneurial intentions among youth who have interest in the economic development of their nation. Similarly, the result of the study conducted by Karl Eller Centre-Berger Entrepreneurship Program, University of Arizona (2000) indicated that (i) entrepreneurship education increased the probability of being instrumental in a new business venture by 25 percent (ii) graduates are three times more likely to be self-employed; (iii) graduates receive annual incomes that are 27 percent higher and own 62 percent more assets and (iv) are more satisfied with their jobs (self-employment).” Entrepreneurial start up among students does not only enhance their economic life style but help to stimulate economic development. This makes universities socially impactful and popular in the industry. It leads to a strong emergence and diffusion of the entrepreneurial spirit within the university campuses (Fayolle, 2004). Despite the importance of entrepreneurship to economic development, the role of students in promoting entrepreneurship remains largely unstudied. Thus a better understanding of the factors that affect students' and their entrepreneurial intentions could have theoretical and practical implications to policy makers (both the government and university).

This present study focuses on the students' entrepreneurial intentions to undertake entrepreneurship activities on graduation rather than focusing on students' entrepreneurial

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various entrepreneurial activities within the school appears to be the first indication that students believe in the entrepreneurial development programme that is being run by their university. Lack of empirical evidence on entrepreneurial tendencies and intentions in Nigeria largely informed us in undertaking this unique study. Some of the specific questions in our minds during the research include; does entrepreneurial education really influence the students' intentions to start a firm? do students' motivation for entrepreneurship relate to their entrepreneurial education? This paper is structured in such away that section two presents the literature on the factors that could provoke entrepreneurial intentions among university graduates and undergraduates and the theoretical framework. Methodology and data analysis are presented in Section three. Section four presents the survey results of the paper, while section five discusses the results. It is also the concluding section.

II LITERATURE REVIEW

1) *Entrepreneurship*

Entrepreneurship refers to the intentional creation or transformation of an organisation for the purpose of creating or adding value through organization of resources (Bird and Jelinek, 1988). As a dynamics process of vision, change and creation (Kuratko, 2005), it requires to be taught for the transfer of its skills and knowledge from an expert to someone else. It involves an application of energy and passion towards the creation of an enterprise and this includes the; willingness to take calculative risks; team work; the creative skill to marshal needed resources; fundamental skill of building solid business plan; and finally, the vision to recognize opportunity where others see chaos, contradiction, and confusion ((Walstad, and Kourilski, 1999; Arenius and Minniti, 2004; Kuratko and Hodgetts, 2004).

2) *Entrepreneurial Characteristics*

Entrepreneurs whether students, non students, graduates, young or old possess peculiar characteristics required for carrying out successful entrepreneurial ventures. These characteristics may differ depending on the researchers' interest. They include; desire for achievement (McClelland, 1961); Locus of control (Rotter, 1966); risk taking propensity (Brockhaus, 1980); proactiveness (Miller, 1983), tolerance for ambiguity (Schere, 1982; Betaman and Grant, 1993) and creativity (Drucker, 1985). Other characteristics as were identified by researchers such as Borland (1974); Timmons, (1978); Low and Macmillan (1988); Bartol and Martin (1998); Envick and Langford (2000) include; competitiveness, drive, and organization, flexibility, impulsiveness, self-interestedness, Leadership, scepticism and endurance (Buttner and Rosen 1992; Luthje Franke, 2003); high tolerance for ambiguity (Bartol and Martin, 1998). These characteristics have become the focus of many researchers in the recent time. Youth often have a special personality. They value the issues of strength, autonomy and independence as important in their desire to

become entrepreneurial (Bhandari, 2006). They perceive change as an opportunity to unleash their potential and are willing to take moderate risks (Brockhaus, 1980). They have social skills and possess a balance between intuition and thinking (Reimer-Hild et al, 2005).

On the other hand, entrepreneurial motivational factors that act as part of youth characteristics include; the need for achievement (McClelland, 1961; Glennon, 1966; Hornaday and Aboud, 1971; Robinson, Stimpson, Huefner & Hunt, 1991 cited in Envick and Langford 2000), desire for independence, ability to control resources (Timmons, 1978; Hisrich, 1990), exposure to entrepreneurial role models, dissatisfaction with limits on their resources and advancement, flexibility; insatiability of wants and an expert mind-set (Walstad, and Kourilski, 1999; Krueger, 2007). Birdthistle (2007) in his study also identified extroversion; compatibility; conscientiousness; emotional stability and the respondents' culture as characteristics that can be associated with entrepreneurial students.

3) *Entrepreneurship Education*

Entrepreneurial education is focused on developing youth with the passion and multiple skills. It aims to reduce the risk associated with entrepreneurship thought and guide the enterprise successfully through its initial stage to the maturity stage. According to Brown (2000) entrepreneurial education is designed to communicate and inculcate competencies, skills and values needed to recognize business opportunity, organize and start new business venture. Gorman, Hanlon, and King, (1997) point out that entrepreneurship education is an educational programs that is focused on impacting students with issues on entrepreneurship. Entrepreneurship education has passed through several developmental stages. Postigo and Tamborini (2007) in their study reviewed and analyzed four lines of research that described in details this phenomenon in different countries. These include;(i) the study of the impact that entrepreneurship education at the university level by Price and Monroe, (1993); Charney and Libecap, (2000); (ii) the analysis over the pedagogic instruments and methodologies used to teach entrepreneurship (Plaschka and Welsch, 1990; Laukannen, 2000); (iii) the research related to the state-of-the-art entrepreneurship education (Vesper and Gartner, 1997) and (iv) report on practical experiences at different educational level (Mason, 2000; Solomon, Duffy, and Tarabishy, 2002). Other studies have also listed out what the contents of a good entrepreneurship education programme that are skill-built oriented. These include; leadership, negotiation, creative thinking, exposure to technology, invention and innovation (McMullan and Long, 1987; Vesper and McMullen, 1998); opportunity identification, venture capital, idea generation and protection, tolerance for ability, ability to tackle challenges at different entrepreneurial stages, personality traits, ability to write and communicate business plan, new venture development, ability to diagnosis business performance, networking and mentorship, environmental analysis, computer and simulation skills, case studies, films and videoing, field and company analysis (Zeithamal and Rice

1987; Hills 1988; Hood and Young 1993; Donckels, 1991; Plaschka and Welsch, 1990; Preshing, 1991; Brawer 1997; Truell, Webster and Davidson 1998 cited in Kuratko, 2005).

4) *Entrepreneurship and Enterprise Education*

While entrepreneurship is a concept that involves mental activities such as creativity, innovativeness and proactiveness, enterprise education is designed to prepare students for engaging in a self directed economic future such as seeking opportunities, taking risks and having the tenacity to push an idea through to reality combined into a special perspective that permeates entrepreneurs (Adenipekun, 2004). According to Garavan, Costine, and Hegarty (1995) enterprise education is the process of or series of activities which aims to enable an individual to assimilate and develop knowledge, skills, values and understanding that are not simply related to a narrow field of activity, but which allow a broad range of problems to be defined, analysed and solved. It focuses on developing students with the passion and skills needed to create an inherently risky entrepreneurial enterprise and guide the enterprise successfully through its initial stage to the maturity stage. It communicates and inculcates the skills needed to recognize business opportunity, organizing and process starting new business venture (Brown, 2000). Its aim is to help young people develop skills and attributes that allow them to be innovative and to identify, initiate and successfully manage personal and work opportunities, including working for themselves (Walstad, and Kourilski, 1999; Bhandari, 2006; Adenipekun, 2004; Uwameiye and Uwameiye, 2006).

Relating education to entrepreneurship, studies by different scholars revealed that there are different perspectives and approaches that can be adopted (Clark et al., 1984; Lafuente and Salas, 1989; Robinson and Sexton, 1994; Upton et al., 1995; Kolvereid and Moen, 1997; Delmar and Davidsson, 2000; Charney and Libecap, 2000; Cowling and Taylor, 2001; Levie et al., 2001; Lüthje and Franke, 2002 cited in Thandi and Sharma 2003). The adoption these approaches depends on the institutional decision and programme design. Aside formal class room setting, researchers are of the view that entrepreneurship can also be communicated through conferences, seminars, journal publications, workshop programmes and using the platform of research centers (Adenipekun, 2004; Uwameiye and Uwameiye, 2006; Miettinen, 2006). Enhancement in the quality of entrepreneurial education in our institutions increases the level of youth's attitude towards entrepreneurship development. As was predicted by Vesper (1974) entrepreneurship education is one of the areas that have developed relevant knowledge in our time. Evaluating the effect of education on entrepreneurship, Miettinen (2006) opined that a great deal of emphasis is placed on interaction between education and industry, expert exchanges and the transfer of knowledge from educational establishment to business. Education either about or for entrepreneurship (Laukannen, 2000; Luthje and Franke (2003) helps in new business creation, development of entrepreneurial process and issues that have to do with theories and management of entrepreneurial ventures.

5) *Entrepreneurial Intentions*

Generally, intention is the cognitive state immediately prior to executing a behaviour (Krueger, 2005). Thus, an entrepreneurial intention is concerned with the inclination of a person to start an entrepreneurial activity in the future (Davidson, 1995). It is a key determinant of the action of new venture creation moderated by exogenous variables such as family background, position in one's family, parent(s) occupation, education and training (Bird and Jelinek, 1988). Krueger (2005) identified perceived desirability and feasibility as two other critical antecedents of entrepreneurial intentions. Bird (1988) observes that intentionality is a state of mind that directs a person's attention (experience and action) towards a specific object (goal) or a path in order to achieve something (means). It emphasizes the reasons or motivational factors identified by founders which underline their action in starting up a firm. Examining the relationship between entrepreneurial intentions on entrepreneurial action, researchers such as Shapero and Sokol (1982); Carsrud and Johnson (1988) looked at two broad categories of factors; individuals and environment. An individual with entrepreneurial characteristics, abilities, and perception must find himself or herself in an environment conducive for entrepreneurial venturing. Researchers have identified education and training as one of these factors (Adenipekun, 2004; Uwameiye and Uwameiye, 2006; Miettinen, 2006). And this has become more prominent among young people and graduating students. It constitutes a key source of nascent entrepreneurs who would end up as either intrapreneurs or as owners of their own business or their family businesses (Thandi and Sharma, 2003; Krueger, Reilly and Carsrud, 2000). The studies of the Global Entrepreneurship Monitor (GEM) UK Report (2005) and Wilkinson (2005), confirmed that youth between the ages of 18-25 have the tendency of starting up their own businesses immediately after graduation or within 5 years after graduation. Apart from education, individuals who want to be entrepreneurs can also distinguish themselves from others by intentionally sourcing their own resources required for the success of the enterprise (Bird and Jelinek, 1988). Intentionality therefore acts as a force that propels entrepreneurial actions and behaviour. It gives direction to someone attention and determines experience one gets in life (Krueger, 2005). Determining how intentions forms someone behaviour, Assagioli, (1973); Miller, Galnter and Pribram, (1960) studies on behavioural intentions threw more light on this.

6) *Influence of Entrepreneurial Education on Intentions*

This study also tried to look at the relationship between entrepreneurial education and intentions. Does entrepreneurial education influence the students' intentions to start a firm? Intention according to Ajzen (1991) is generally recognized as the single predictor for an individual to engage in a specific behaviour. Krueger, Reilly and Carsrud (2000) in their study showed how intention can be a single predictor for entrepreneurial behaviour. Several other researchers such as Krueger (1993); Reynold (1995);

Thomas 1999; Simon et al (1999); Drnovsek and Glas (2001) cited in Thandi and Sharma (2003) also have explored the relationship between entrepreneurial education and students' entrepreneurial intentions. Their studies revealed that most of the entrepreneurial activities start from attitudinal behaviour exhibited by the entrepreneurs which is a factor for the predictions of entrepreneurial intentions (Autio et al; 1997; Kruegar, 2005). Understanding the relationship between entrepreneurial education and intentions is very significant so as to justify the introduction of entrepreneurial education in our universities. Certain factors according to existing literature may be related to intentions and behaviour. On this note Bird and Jelinek (1988) are of the view that an entrepreneur's attitude and behaviour have a way of influencing the realization of his intentions. To expatiate this further, behaviour theorists are of the opinion that past behaviour and experience have a positive relationship with someone's future intents (Kuratko, 2005; Birdthistle 2007; Levenburg and Schwarz, 2008). The study of Miettinen, (2006) on ISCE threw more light on how students' entrepreneurial intentions can easily be identified. Using the 2006 ISCE he compared the entrepreneurial activities and intentions of students in an international context. A standardized questionnaire that consists of several parts was developed on the basis of already existing studies to explore students' professional orientation, expectations or 'determinants of creation' and their personality traits. The study revealed that a vast majority of the students responded that they have the intention of starting up a business after graduation. To ascertain empirically, the relationship between entrepreneurship intention and entrepreneurial activity led us to the issue of entrepreneurship and motivation.

7) *The Place of Motivation*

Do students' motivations for entrepreneurship relate to their entrepreneurial education? Several motivational factors exist among graduating students that could differently influence their intentions to start up a firm. University emphasis on academic knowledge and performance that is entrepreneurial based as one of the university requirements for students' graduation can encourage and provoke entrepreneurial action among students. Villanueva, et al (2005) presented detailed evidence on arguable factors relating to the likelihood of each outcome and their implication to university entrepreneurial activities. However, entrepreneurial ventures might emerge from a particular entrepreneurial education class even where many students never had any intentions to start up business. The reason behind this is because in most cases, students are pressurized by their university instructors or programme policy or grant availability (which emphasizes on students' registration of their own business) to start up a business while still in school as an indication of their entrepreneurial intentions. This has created a challenge of not having a clear cut distinction between entrepreneurial education and students actual intentions to start up business. Thandi and Sharma (2003) developed a conceptual framework to demonstrate the relationship between antecedent factors

(entrepreneurial drivers), intervening variables or entrepreneurial education (entrepreneurial facilitators) and entrepreneurial intentions (entrepreneurial actions or outcomes) among students. According to them, entrepreneurship education acts as intervening variable to someone's intention to start up entrepreneurial venture.

III THEORETICAL BACKGROUND

1) *Planned Behaviour Theory*

This study draws heavily on the theory of planned behaviour. The theory of planned behaviour was postulated by Azjen (1991) and adopted by Krueger and Carsrud (1993). According to planned behaviour theory, entrepreneurial behaviour (EB) is a function of entrepreneurial intentions (EI). Krueger and Carsrud (1993) illustrated this relationship as follow: Attitudes = Motivation (Behavioural control) = Intentions = Behaviour. Entrepreneurial intentions are aimed at either creating a new venture or creating new values in existing ventures (Vesalainen and Pihkala, 1999). This theory according to Thandi and Sharma (2003) suggests that a person's attitude towards becoming an entrepreneur, subjective norms (perception of others), and behavioural control are antecedents of intention. Meaning that attitude, subjective norms and perceived behaviour control act (motivation). Thus, the more favourable the attitudes and subjective norms is and the greater the perceived behavioural control is, the stronger the intention to perform the behaviour. The theory of planned behaviour has been used successfully to predict intentions in various applications (Kruegar and Carsrud, 1993).

2) *Methodology and Data Analysis*

The graduating students from the three colleges of the selected University were surveyed using a questionnaire that was developed for this study. The main objective of this research is to find out the effect of entrepreneurship education on the graduating students' entrepreneurial intentions. In applying the general framework of the theory of planned behaviour, this paper focused on providing answers to the following research questions: what are the entrepreneurial characteristics of the students? does entrepreneurship education influence the students' intentions to start a firm? do students' motivations for entrepreneurship relate to their entrepreneurial education?

3) *Measurement of Variables*

The students used as the respondents of this study were asked to provide their demographic and other data which include; their age, gender, position in their family, the occupation of their parents, their faculty and programme. Our curiosity to measure the respondents' entrepreneurial intentions led us to delve into literature such as Rotter, (1966); (Brockhaus, 1980); Miller, (1983), Schere (1982); Betaman and Grant (1993); Drucker, (1985); Borland (1974); Timmons (1978); Bartol and Martin (1998) to find out the basic personal characteristics that relate to entrepreneurship. A three sectional questionnaire with

twenty eight items was used. Section A requested for the respondents' evaluation of demographic data, section B and C required the respondents' to give evaluation of their entrepreneurial characteristics, exposure to entrepreneurial education and entrepreneurial intentions. The respondents were made to indicate the degree of their agreement with the statements on the questionnaire about themselves. They were required to select from a five-point scale which include a category of strongly agree, agree, undecided, disagree and strongly disagree. A likert scale was chosen because of its widely usage in social and behavioural science. Apart from likert scale, structured questions, which enabled the students to select either yes or no options on their prior attempt to run an entrepreneurial venture before their exposure to entrepreneurial education were also used. The students were also asked questions to find out their opinion on their readiness to start up entrepreneurial activities in five years time. Thirteen items relating to aspects which include exposure seminar/training, skill for running business, ability to identify business opportunity, ability to work with less supervision, desire to own a business and prior business experience were seen as important indicators for entrepreneurial intentions. These were derived from the works of Nelson (1977); Buttner and Rosen (1992); Boyd and Vozikis (1994); Fayolle (2004); Bhandari (2006); Vesper and McMullen, (1998); Thandi and Sharma 2003; Birdthistle (2007); Levenburg and Schwarz (2008). Check for the validity and reliability measures was carried out using the works of Levine (1981); Kerlinger (1983); Kotz, Johnson and Read (1983) and Zikmund (1994).

To be able to test our null hypothesis, which states a negative relationship exists between the dependent and independent variables, we employed regression analysis model. The response for this survey item was also in five point Likert scale ranging from strongly agree = 5 to strongly disagree = 1. The dependent variable for the regression model was on the students' intentions to venture into business in the next five years while our independent variable was on the student's possession of the required knowledge and skills for running a business. The respondents were allowed to tick the options in line with their choice of answer.

4) *The Sample*

The sample for this research majored mainly on the entrepreneurial students of a particular University in the South-West Nigeria, where entrepreneurial programmes were designed to be taught to students for a minimum of eight (8) semesters. The name of the institution is withheld for security reasons. The data was obtained from the questionnaire distributed to the students of the same University. The students' class representatives were used in administrating the questionnaire. The questionnaires were randomly distributed at the end of a general class. A total number of 250 questionnaires were distributed and 237 or 94.8% was retrieved back.

5) *Data Collection and Variables*

The questionnaires for the study were distributed to the students at their point of graduation. The variables used for this study are (i) variables relating to entrepreneurial characteristics. (ii) some motivational variables were identified that could influence students' intention for entrepreneurship. These variables though not totally exhausted have been identified to include risk taking, desire for independence, creativity, parental occupation, passion for business and others.

6) *Survey Results*

The analysis of the sample includes the demographic characteristics of the students and other aspects related to the research questions. All these were explored and showed below.

7) *Demographic Characteristics of the Respondents*

Table 1 (see appendix) shows that out of the 237 of sample size of the respondents, 88 or 37% are male while 150 or 63% of the respondents are female. In terms of their family position, 87 of them belong to the first position, 52 of them belong to the 2nd position in their family, 36 of them belong to the third position, 30 of them belong to the fourth position while 28 of them are in the 5th position and above. Looking at the age of the respondents, 36 of them belong to the age range of 16 – 19 years, 172 of them are in the age range of 20 -23 years, 27 of them are in the age range of 24 – 27 years, while only 2 of them belong to the age range of 28 years and above. In terms of the respondents' enrolment status, Table 1 also revealed that they were drawn from the three colleges of the University (College of Business and Social Sciences, Human Development and Science and Technology). 172 or 72.3% of them are from the College of Business and Social Sciences, 28 or 12% of them were from the College of Human Development while of 37 or 16 of them were from College of Science and Technology.

Also looking at the occupation of the parents of the respondents, Table 1 revealed that 130 or 55% of the respondents had parents who either owned their business or were self employed, 85 or 36% of the respondents had parents who were not self employed, while 17 or 7% of the respondents refused to disclose if their parents are self-employed or not.

8) *Entrepreneurial Characteristics of the Respondents*

To identify the entrepreneurial characteristics possessed by the respondents, ten variables which are considered by the researchers as important characteristics of entrepreneurs were used for the selection. The respondents were asked to indicate from the questionnaire those antecedents' variables that they are most likely to be identified with and these are shown in Table 2 (see appendix) in their descending order of their strength. Their response was done at more than one selection. Table 2 revealed that 92.9% of the respondents considered creativity and innovation as the most important characteristics of an entrepreneur possess by them, 91.6% of them saw emotional stability and confidence as the next

characteristics of an entrepreneur possess by them, 91.6% of them saw emotional stability and confidence as the next important antecedent variables for an entrepreneur, 89.9% of them also agreed that they have the ability to seize opportunity in their immediate environment, 85.7% and 84.4% felt that their desire for independence and achievement respectively is high and important attributes for an entrepreneurial actions, 77.3% of them possess the attributes of risk taking and competitiveness, 70.8% and 63.9% of them have the ability for the pursuit of moderate difficult goal and tolerance for ambiguity respectively.

9) Entrepreneurial Education

To test the intervening variables of entrepreneurship among the

run their businesses, nearly all the respondents agreed that they have undergone one training programme or the other on how to start respondents, the mean agreement was measured using a five point Likert scale which ranges from 5= strongly agree to 1 = strongly disagree. The result in Table 3 (see appendix) shows that the students' exposure to entrepreneurial education acted as a motivating factor on their decision to choose entrepreneurship as a career alternative. Majority of the respondents agreed that entrepreneurship should be taught to all students both in secondary and an institution of higher learning for at least a period of one academic year.

An analysis was also taken of the mean agreement of number of students that have undergone training and seminars on how to and run business. The results in Table 4 (see appendix) also revealed that the respondents were in

agreement that teachers are to be exposed to entrepreneurial education.

10) Entrepreneurial Intention

To ascertain the students' response towards entrepreneurial intentions in the near future, they were asked to indicate their intentions to venture into business in the next five years. Table 5 (see appendix) revealed that 182 or 87.8% of the respondents agreed that they see themselves venturing into business in the next 5 years. This appears to suggest that the students seemed to be prepared for new business initiatives. The following constructs were used to measure the students who are ready to venture into business after their graduation.

IV DATA ANALYSIS

A. Regression Analysis

H0 1 : A negative relationship exists between students' entrepreneurship education and their entrepreneurial intentions.

The result of the regression analysis model in Table 6 shows that the independent variable (acquisition of knowledge and skills required for running a business) is significantly correlated towards the dependent variable (entrepreneurial intentions). The analysis result shows that knowledge and skill acquisition indicated the existence of significant influence towards entrepreneurial intentions at $p < .05$. The analysis result also shows that knowledge and skills is/are major influencing factor(s) in the students' entrepreneurial intentions as proved by t and beta score ($t = 16.435$, $\beta = .222$).

Table 6. Regression Results on the Relationship between Students' Entrepreneurship Education and Entrepreneurial Intentions

Coefficients

Mode	Unstandardized Coefficients		Standardized Coefficients	t-value	Sig.	95% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	3.741	.228		16.435	.000	3.292	4.189
have the skill required for running business	.148	.055	.173	2.669	.008	.039	.257

a Dependent Variable: can see myself venturing into business in the next 5 year

H0 2: A negative relationship exists between student's reception to changes in their environment and their entrepreneurial intentions.

The result analysis in Table 7 also shows that student's reactions to change in their students' environment are significantly correlated based on .01 and .05 significant levels. It is interestingly to note that the students' reception to the changes in their environment has the t and beta score of .238 and 12.986, indicating the existence of a strong positive relationship with the dependent variable

(entrepreneurial intentions) at .000. This is less than our level of significant set at confidence interval of 95%. Since the results from our analysis in testing the two hypothesis proved to be significantly influence towards entrepreneurial intentions, we therefore accept our alternate hypothesis and reject our null hypothesis which state that students' entrepreneurial education and reception to changes in their environment have negative relationship with their entrepreneurial intentions.

Table 7. Regression Results on the Relationship between Student' Reception to Changes in their Environment and Entrepreneurial Intentions

.Coefficients

Mode		Unstandardized Coefficients		Standardized Coefficients	t-value	Sig.	95% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	3.387	.261		12.965	.000	3.292	4.189
	highly receptive to change from my immediate environment	.225	.061	.238	3.718	.000	.039	.257

a Dependent Variable: can see myself venturing into business in the next 5 year.

B. Discussion of Regression Results

Evaluating closely the results of the study especially the student's entrepreneurial intentions in To provide answers to our research questions, different literature provided us with the opportunity to draw up a list of entrepreneurial characteristics. The works of McClelland (1961); Rotter (1966); Brockhaus, (1980); Betaman and Grant (1993) and others were very helpful on this regard. Their frequent appearances on this paper are an indication of their usefulness for this study. Among all the entrepreneurial characteristics, desire for achievement, Locus of control, risk taking propensity, proactiveness, and tolerance for ambiguity, innovation and creativity are believed to be more peculiar to entrepreneurs. Students' intentions to start up entrepreneurial actions were conceived to have qualified them as entrepreneurs. Table 7, the findings indicate the potential of respondents to establish a business in the next five years. This can easily be understood from the entrepreneurial antecedents and intervening variables

(personality traits and education) identified with the respondents. However, drawing the conclusion that all the students that agreed that they will venture into business in the next five years, will start their own businesses might lead to misconception. The study needs further research to find out the authenticity of the claims in this paper. Our results showed strong support for variables such as desire for achievement, risk taking, internal locus of control, desire independence, creativity and innovation, as determinants of entrepreneurial intentions as well as some demographic variables such as age, gender, position in the family and parents occupation. Also it was the researchers' assumption that knowledge and orientation can influence attitude, which in turn affects intention and behaviour. As a result, we postulated that the respondents' exposure to entrepreneurial education and their reception to the changes in their environment have negative relationship with their entrepreneurial intentions. To test these hypotheses, our dependent variable (entrepreneurial intentions) was regressed against independent variables (knowledge and

skills for running business and reception to changes in the environment). The result of the regression analysis showed strong significant values of .008 and .000 for hypotheses one and two respectively.

C. Conclusion and Policy Implications

This study set out to examine the effect of entrepreneurship education on the students' entrepreneurial intentions. The study makes it clear that entrepreneurial characteristics of youth are diverse and their exposure to entrepreneurship education for a period of four years is capable of provoking the intention of becoming entrepreneurs. This is also an indication that they have been equipped with the necessary knowledge and skills required for a new venture start up. It is also deductive that entrepreneurship education is a useful programme that will enable the respondents either to help their future employers or manage their own business successfully. The essence of introducing entrepreneurial educational programs to schools is to equip students with the necessary skills and mindsets required for successful entrepreneurship from their early years and also to instil in students across all levels of education, the self confidence and assurance required for launching business. Clearly, institution and social contexts play important roles in determining the entrepreneurial inclination and action among students. Education conveys the required knowledge and skills which is capable of turning students' entrepreneurial intentions to entrepreneurial activities. In implementing intention, students' attitude towards other people's resources and talents is important. Although participating in entrepreneurial education may not necessarily lead to entrepreneurial intentions, it has a way of motivating students in initiating entrepreneurial venture. Also, there is tendency that not all the students who had the intention to start entrepreneurial venture will end up as entrepreneurs. While these is beyond the scope of this research, understanding of the factors out side the institution that can enhance students' entrepreneurial action is important for formulation of sound strategies and initiatives in the study environment. The study therefore recommends that for entrepreneurship education to be actualized it is important that institutions should device a strategy to assist the students that indicated their intention to start enterprise while in school and after graduation through incubator programme. This will help to encourage more students to be serious with their intention to be entrepreneurs. Government should make entrepreneurship education a compulsory course in Nigerian schools (primary, secondary and tertiary institutions). This will help to influence youth's attitude towards entrepreneurship. Since fund is an important factor in implementing one's intention, students should learn to cultivate saving culture while they are still in school. This is necessary so as to be involved in raising the required capital for starting their business.

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Table 1 Respondents' Demographic Characteristics.

<u>Variable</u>	<u>Items</u>	<u>Frequency</u>	<u>Percentage</u>
Gender	Male	88	37.0
	Female	150	63.0
Age of the Respondents	16-19	36	15.0
	20-23	172	73.0
	24-27	27	11.0
	28-above	2	1.0
Faculty of the Students	CBS	172	72.0
	CHD	28	12.0
	CST	37	16.0
Position in the family	1 st	87	37.0
	2 nd	52	22.0
	3 rd	36	16.0
	4 th	30	13.0
	5 th and Above	28	12.0
Parents employment Status	Self employed	130	56.0
	Employed	85	36.0
	Undecided	17	7.0
	Mission	1	1.0

Table 2 Respondents' Entrepreneurial Characteristics

Characteristics	Freq. Dist in. (%)	Mean	Stand. Dev.
Creativity and innovation	92.9	4.579	3.350
Emotional stability and confidence	91.6	4.313	.728
Ability to seize quality opportunity	89.9	4.296	.656
Desire for independence and freedom	85.7	4.339	2.156
Desire for achievement	84.4	4.281	1.018
Risk taking	77.3	3.915	.935
Competitiveness	77.3	4.004	.956
Pursuit of moderate difficult goals	70.8	4.025	1.027
Tolerance for ambiguity	63.9	3.761	.945

Table 3 Students' Entrepreneurial Intervening Variables

Years for teaching entrepreneurial education	Percentage %
Minimum of one	29.8
Minimum of two years	20.6
Minimum of three year	15.1
Four years and above	32.4
Total	97.9

Table 4 Respondents' Exposure to Entrepreneurial Education

Exposure to Entrepreneurial Education	Mean	Percentage %
I have undergone training/ Seminar on business	2.974	48.3
Highly receptive to change in educational environment	4.231	83.6

Table 5 Students' Entrepreneurial Intention

Intention	Mean	Percentage %
I see myself venturing into business in the next 5 years	4.337	87.8
I have the knowledge and skills required to start a new business initiative	3.995	78.4
I would like to have a business enterprise after my name	4.375	87.0