

Effects of entrepreneurship education on entrepreneurial intention of the final year students of the Federal University Dutsin-Ma, Nigeria

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Abstract

This study examines the effect of entrepreneurship education on the entrepreneurial intention of 375 final year students of Federal University Dutsin-Ma (FUDMA), Nigeria. The study adopts a cross-sectional survey research design, and the structured questionnaire as a method of data collection. The study utilized both descriptive statistics such as frequencies and percentages, and the multiple regression techniques. The main findings indicate that attitude towards behaviour has no statistically significant effect on entrepreneurial intention; subjective social norm has a positive and significant effect on entrepreneurial intention, and perceived behaviour control has a significant and positive effect on entrepreneurial intention of the final students of the FUDMA. The study concludes that entrepreneurial intention of the FUDMA students is strongly influenced by the combination of the graduate's personal inclination (i.e., interest, knowledge, ability, and self-confidence) and motivation from the family, relatives, friends, and known successful entrepreneurs. It is recommended that the Nigerian Universities Commission (NUC) should continue to ensure and enforced vigorously the compulsory teaching of entrepreneurship, which focused shall be on practical skills acquisition aimed at training students to be self-reliant. It is also recommended that university graduates should be encouraged by all and sundry in the society to be self-reliant and become employers of labour, rather than, the over-reliance on jobs from the public and private sectors, which are hardly available.

Keywords: Entrepreneurship education, entrepreneurial intention, final year students.

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1. Introduction

High rate of youth unemployment is worrisome and threatening to national security. According to Ubogu (2023), unemployment has resulted in a number of social vices, militancy, and insecurity. In Nigeria, about 53.40% of youths are unemployed according to youth unemployment rates released by the National Bureau of Statistics in 2022 (Federal Ministry of Budget and Economic Planning, 2022). The turnout of graduates in the national tertiary institutions of learning increases year by year without corresponding increase in jobs creation that will take care of the products, is one of the major causes of the unemployment problem militating against graduates. Adesugba and Mavrotas (2016) reveal that out of the stream of 2.5 million new labour forces on average that enter the nation's labour market, 60% (1.5 million) of the entrants are youths (including graduates). The consequence of this may lead to acute poverty in the nation, low level of economic growth and development, high crime rate among others, which are inimical for the

coexistence and well-being of the nation.

Part of the government's commitments to minimize the unemployment problem, is the initiation of various programmes to create more jobs at a sustainable rate to compensate for the population size. In recent years, government employed some proactive mechanisms to reduce unemployment rate among the youths in the country, which includes various programs captured in the National Social Investment Programme such as, N-power programme, Government Enterprises Empowerment programme (GEEP), among others.

In an attempt to overcome the education related challenges of economic under-development such as the high rate of unemployed graduates, the poor rate of skilled graduate and mentality of waiting for white collar jobs among others, has prompted government's recognition of this fact that has led to the introduction of entrepreneurship studies in its tertiary institutions. The essence, is to inculcate the spirit of innovative

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ideas, enhance the skills and entrepreneurial for self-reliance and sustainability among the graduates.

Entrepreneurship education includes all activities aiming to foster entrepreneurial mindsets, attitudes and skills and covering a range of aspects such as idea generation, start-up, growth and innovation (Fayolle, 2009, cited in Gautam and Singh, 2015). Entrepreneurship education is considered as one of the most innovative and influential forces that determine the health of competitive economy of any country. Entrepreneurship education specializes on developing realistic skills and competencies that is capable of aiding students to lead remarkable lives in rapidly dynamic world. Entrepreneurship education in Nigeria is designed to equip the students in tertiary institutions with the required knowledge, skills and motivate their behaviours to encourage entrepreneurial success in a variety of endeavour. In this regard, the federal government of Nigeria, through the National Universities Commission (NUC), introduced Entrepreneurship Education, with objective of training and equipping the tertiary institution students with required entrepreneurial knowledge and skills, and to enhance their attitudes and improve their competences in order to be economically self-reliance. Therefore, the entrepreneurship education was made as one of the compulsory general studies for university students across the country.

In spite of the above, it can be empirically observed, that the purpose of introducing entrepreneurship education is liable to confront potential challenges, such as unavailability of relevant funds, knowledge based economy and low spirit of competition. All these and some other related factors may likely influence entrepreneurial intention among the students. In view of this, the aim of this study is to investigate the effects of entrepreneurship education on entrepreneurial intention of the final year students of the Federal University Dutsin-Ma, Nigeria. The justification for this is that, the university is approved as an entrepreneurship centre by Corporate Affairs commission (CAC), also the university has a separate department for entrepreneurship under the faculty of management sciences, running undergraduate courses in the field. This gives the students the vantage of accessibility to both human and material resources for the successful acquisition of entrepreneurship education. As such, the students are expected to have passed through required training that equipped them for entrepreneurial knowledge and skills. So, the results from this finding can be generalized to a certain degree, given the similar condition.

2. Literature Review

2.1 Concept of Entrepreneurial Intention

Intention is an integral element in understanding human actions and attitudes (Wardana et al., 2020). A person's desire to carry out a deliberate plan or make a conscious decision is described as intention

(Saraih, 2019). EI is the exploration of knowledge and other tools in order to begin a new venture (Badri & Hachicha, 2019; Mohamad et al, 2021). Patricia and Silangen (2016) describe EI as the ambition or ability to start or own a venture, and a person's desire to start an entrepreneurial business in the future (Westhead & Solesvik, 2016). EI is therefore is the inclination towards starting a new business.

2.2 Concept of Entrepreneurship Education

Entrepreneurship education can be seen as any pedagogical program or process of learning entrepreneurial skills and attitudes, which includes the development of certain personal (Mahendra et al., 2017). EE is defined as a method of educating individuals on how to successfully start, engage in, and operate ventures aimed at boosting the economy (Bae et al., 2014). EE can be described as the identification of opportunities, the mobilization of resources in the face of risk, and the creation of a business venture (Purwana & Suhud, 2017). According to Adelaja et al. (2018), EE is formally structured dissemination of entrepreneurial ideas, skills, and knowledge used by individuals to start or develop a venture. The act of teaching student's entrepreneurial skills, insight and competencies they need to start their own venture or business is known as EE (Michelle & Tendai, 2016). Thus, EE is the acquisition of knowledge and skills necessary for a starting a new venture.

The benefits of EE extend beyond providing undergraduate students with entrepreneurial skills, competencies, and knowledge to become self-employed graduates in the future; it also improves their employability in the labour market (Wardana et al., 2020). EE can curb the menace of graduate unemployment disturbing many countries of the world (Wardana et al., 2020).

This study employed three dimensions of EE, which includes Attitude toward Behavior, Social Norm and Perceived Behavior Control. According to Ajzen and Fishbein (2000), an individual's overall feeling toward different stimuli objects is referred to as an attitude. If they have opinions about something or an object, they will naturally develop an attitude about it. Individuals' attitudes toward the object are indeed a result of their assessments of the attributes, which are linked to each belief (Santoso, 2021). Individuals' expectations or perception of their ability to perform or conduct specific tasks increase the probability of their attitude which becomes an intention and then behaviour (Ajzen, 1991). Ajzen (2002) described ATB as the level or extent to which an individual has a positive or negative assessment or analysis of the behaviour or conduct in question. ATB is characterized by Li (2007) as an individual's desire to be self-employed.

The perceived social pressure to perform or not to perform the desired behaviour is referred to as social norm (SN), (Ajzen, 1991). Family, colleagues, and society all exert pressure on one's decision to become

an entrepreneur (Otache et al., 2019). SN is defined by Santoso (2021) as the social pressure to perform the action of being monitored. SN is an individual's perception of how other people feel about a particular behaviour (Tsai et al., 2016).

Perceived behavioural control is linked to the principles of self-efficacy and control values or beliefs. Self-efficacy relates to trust in one's ability to complete a specific task (Otache et al., 2019). Control relates to an individual's perception of factors that can facilitate or hinder them from performing a specific behaviour (Otache et al., 2019). Thus, PBC refers to the extent to which an individual believes is capable of performing a specific behaviour (Otache et al., 2019). According to Ajzen (2015), control beliefs about the existence of factors (such as business opportunities, resources, role models, entrepreneurial support, and social encouragement from others) that can promote or hinder behaviour success is known as PBC. PBC is a component of perceived viability and control in starting a business (Leroy et al., 2009). Control beliefs are beliefs about existing factors that disrupt and facilitate behavioural success as well as their perceived strengths (Leck et al., 2009). The perceived behavioural control is influenced by two factors: how opportunities are perceived and how the perceived opportunities are handled. Entrepreneurs will display actions that signal their intentions if their perceived self-interest involves a reward and coincides with SN (Leck et al., 2009).

3. Theoretical Framework

This research is built on the theory of planned behaviour (TPB). The TPB was developed by Ajzen (1991). The theory has been used in the social and behavioural sciences to explain a variety of phenomena, including entrepreneurship (George & Ernest, 2017). The TPB is an extension of the Theory of Reasoned Action of Fishbein and Ajzen (1975), which states that an individual's intention to perform a given behaviour or action is based on the interplay of a person's ATB, SN, and PBC of the behaviour (George & Ernest, 2017). The theory proposes that people's deliberate behaviours are indeed a result of ATB, SN and PBC. Although the TPB does not predict actual behaviour, however, it predicts that intention has a clear connection between intention and behaviour (George & Ernest, 2017). As a result, EI is a predictor of entrepreneurial behaviour (Otache et al., 2019). It has been documented by (Appiah-Nimo et al., 2018) that the higher the ATB, SN, and PBC, the greater the individual's intention to engage in a particular behaviour.

Thus, it can be deduced from the TPB that the more optimistic students' ATB, SN, and PBC are toward their EIs, the more likely they are to engage in entrepreneurial action or behaviour.

4. Review of Empirical Studies

Abdullahi et al. (2021) investigated the effect of entrepreneurship on Entrepreneurial intention among

students from the three public universities in Kano State, Nigeria, namely, Yusuf Maitama Sule University Kano (YUMSUK), Bayero University Kano (BUK), and Kano University of Science and Technology (KUST) Wudil that participated in entrepreneurship education programme (EEP) in 2017/2018 academic session. Findings reveal that ATB and SN have a significant positive effect on Entrepreneurial intention, while PBC has no significant effect on EI.

Mahendra et al. (2017) examined the effect of entrepreneurship education on entrepreneurial intention among 230 college students in the department of management, state university of Malang. Finding reveals that students' entrepreneurial motivation and attitude mediate the relationship between variables entrepreneurship education and entrepreneurial intention.

Empirical results of Kuttim et al. (2014), Kim-Soon et al. (2016), Hussain and Norashidah (2015), Lorz (2011), Hattab (2015), and Ibrahim et al. (2015) all documented positive and significant relationship between EE and EI.

Mahmoud et al. (2020) and Otache et al. (2019) show that ATB has a significant positive relation with EI. Santos (2021) and Otache et al. (2019) discover that SSN is significantly and positively connected to EI. Conversely, Ebong et al. (2017) reveal that SSN has no significant association with EI. Additionally, Appiah-Nimo et al. (2018), and Santos (2021) found that PBC has a positive and significant link with EI, while the association between PBC and EI was not significant, as reported by Abdullahi et al. (2021) and Ebong et al. (2017).

5. Methodology

This study adopts a cross-sectional survey design because the collection of data was done at one point in time. The design encourages the elicitation of responses that are free from manipulation. The population of the study consists of 3,830 final year students of the Federal University Dutsin-Ma from 47 departments for the 2022/2023 academic session. This study concentrates on the final year students because they are expected to exhibit high level of entrepreneurial intentions, having undertaken compulsory general courses in the entrepreneurship in the second and third year of their study.

The sample is determined using Yamane (1967) formula for sample size determination. The formula is provided below:

$$n = N / (1 + N(e^2)) \quad (1)$$

Where:

n = Minimum Sample Size

N = Population

1 = constant

E = margin of error (0.05)

Thus, substituting the population and the margin of error into the formula gives:

$$n = 3,830 / (1 + 3,830(0.05^2)) = 363 \text{ Final year students}$$

Hence, the minimum sample size for the study is 363 as recommended by the Yamane's formula above. However, to guide against invalid and low responses, 398 questionnaires were administered instead of 363. Similar procedure was adopted by Mamman et al. (2017).

In selecting the final year students for the study, the convenience and purposive sampling techniques were adopted. Convenience sampling technique was used in the sense that only final year students attending lectures were considered for the study. Purposive sampling technique was utilized to ensure that the final year students of FUDMA who had taken entrepreneurship courses in the second and third year were sampled.

Data were obtained through the adoption of a structured questionnaire. The questionnaire schedule was divided into sections A, B, C, D, and E. Section A dealt with the demographic/bio-data of the respondents, section B contains seven attitudinal statements in five Likert scale on "attitude towards behaviour", sections C, D, and E, contains five items each on subjective social norm, perceived behavior control and entrepreneurial intention respectively. The items contained in section B were adapted from the works of Müller (2009) and Kolvereid (1996), while all the items in sections C through E were adapted from the work of Ajzen (2002).

Data was analyzed using descriptive statistics, and multiple regression techniques. Frequency distribution and percentages are the descriptive statistics that was used for analyzing the bio-data of the respondents, while multiple regression method was used for hypotheses testing.

The dependent variable is expressed as a function of the independent variables in the following equation.

$$EI=f(ATB,SSN,PBC) \quad (2)$$

Implicitly, equation 1 can be transformed into equation 2 below.

$$EI=b_0+b_1 ATB+b_2 SSN+b_3 PBC+\varepsilon \quad (3)$$

Where: EI = Entrepreneurial Intention, b_0 = intercept, b_1 , b_2 , and b_3 = Parameters or coefficient of the regression model, ATB = Attitude towards behaviour, SSN = Subjective social norm, PBC = Perceived behaviour control, ε = error term

Validation of research instruments was done through literature review and review by senior academics, while Cronbach alpha co-efficient was used for the test reliability of the research instruments.

6. Results and Discussion

From the 398 questionnaires administered, 375 questionnaires were retrieved as valid, while 28 questionnaires were either no return, or invalid. Consequently, analyses were done on the 375 valid responses, which is higher than the minimum sample size of 362.

7. Reliability Test

The test for reliability of research instrument

was done through the Cronbach alpha coefficients, and the results are presented in Table 1.

The results as presented in Table 1 reveal that the variables have Cronbach alpha coefficients above the minimum standard of .70 recommended by Sekaran (2003), implying that internal consistency has been achieved for all the study variables.

8. Normality test

To ensure that the normality assumption of a regression model is not ignored, this study tested normality using skewness and kurtosis. Table 2 presents the results of skewness and kurtosis.

From the results in Table 2, it can be observed that none of the values of skewness is above 2 and none of the values of kurtosis is higher than 7, these two requirements according to West et al. (1995) are adequate for a fairly normally distribution.

9. Collinearity Test

The purpose of testing collinearity is to ensure that two independent variables do not have high correlation coefficient leading to multicollinearity problem. Two methods i.e., the correlation technique, and the variance inflation factor (VIF) have been widely adopted in literature to test collinearity, and this study adopts the same approaches. The results of the Product Moment Correlation Coefficients are presented in Table .3.

From the correlation results, it is seen that no two independent variables have correlation coefficient up to .9, implying that the model is free from multicollinearity problems (Swain, 2008). The correlation results are supported by the VIF. Table 4 presents the results of the VIF and the tolerance statistics of each of the independent adopted in this study.

The collinearity results in Table 4 show that no independent variable has a VIF up to 10, and a tolerance statistic lower than 0.1. These conditions according to Marzuki et al. (2020) and Pallant (2005) suggest that the model does not suffer from multicollinearity problems. Conclusively, the correlation technique and the VIF are consistent on the absence of multicollinearity problems in the study model.

10. Descriptive Analysis

This section captures the descriptive analysis of the two demographic variables i.e., gender and age used in this study. Table 5 presents the descriptive results of the demographic variables of the respondents.

The results of the frequency distribution in Table 5 show that 62.7 per cent of the respondents are males, while 37.3 per cent are females. This implies that most of the respondents are males, confirming the preference of male child education over their female counterparts in Nigeria. The results further suggest that there is need for improved efforts towards

increasing the female enrollment in the university education system. The descriptive results further reveal that majority of the respondents fall within the 24- 26 years age bracket, while just about 7 per cent account for respondents within the 18- 20 years age bracket. The delay in graduation may be due to series of industrial action experienced in the Nigerian public universities, and the lockdown of 2020 due to the outbreak of corona virus.

11. Regression Analysis

To examine the effect of entrepreneurship education on entrepreneurial intention, multiple regression technique in which the dependent variable (entrepreneurial intention) is regressed on the independent variables proxies by attitude towards behaviour (ATB), subjective social norm (SSN), and perceived behaviour control (PBC). Table 6 provides the summary of the regression results.

The regression results in Table 6 indicate that ATB has no significant effect on EI as confirmed by the non-significant t-value of .547. The regression results also reveal that SSN has a positive and significant effect on EI, as proven by the t-value of 8.01, which is significant at 1 per cent level. Similarly, the regression results also reveal that PBC has a positive and significant effect on EI. This statement is necessitated by the 1 per cent significant t-value of 16.04, corresponding to PBC.

Independent Variables

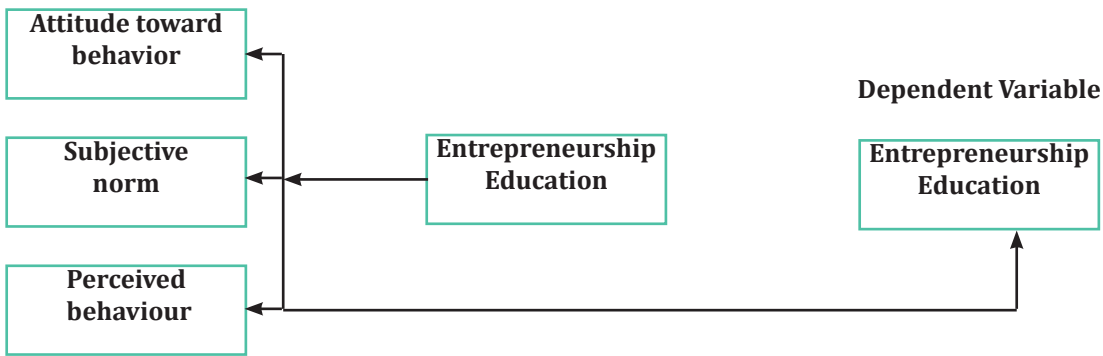


Table 1: Reliability Test using Cronbach Alpha

Variable	Cronbach's Alpha	Number of Items
ATB	.708	7
SSN	.794	5
PBC	.785	5
ETI	.756	5

Source: Authors' Computation (2023) using SPSS

12. Discussion of Research Findings

The regression results show that ATB has no significant effect on EI, which led to the acceptance of hypothesis one. This implies that increase in ATB will not influence EI. This may hold true in the short run, but with a positive t-ratio despite not significant, is an indication that increase in attitude towards behaviour is likely to candle or spark graduate's inclination to entrepreneurship. The implication is that as graduates step out of the university, the search for available jobs is intensified. After a while, if the jobs are not forthcoming, the desire to be become self-employed and entrepreneur will surface. This finding contradicts the results of Abdullahi et al. (2021), Mahmoud et al. (2020), and Otache et al. (2019), that reported a significant relationship between ATB and EI.

The regression results indicate that SSN has a positive and significant effect on EI at a 1 per cent level of significance, which led to the rejection of null hypothesis two. The coefficient of SSN is .245, which implies that a 1 per cent increase in the level SSN will result in about .25 per cent increase in the level of EI. The implication is that the influence of family, friends, relatives, and the breakthrough and success from existing close entrepreneurs are likely to increase the university graduate's quest towards becoming an entrepreneur. This result is confirmed by the empirical studies of Santoso (2021) and Otache et al. (2019), but contrary to the finding of Ebong et al. (2017).

Table 2: Normality Test

	N	Skewness		Kurtosis	
		Statistic	Std. Error	Statistic	Std. Error
ATB	375	-.094	.126	-.568	.251
SSN	375	-.538	.126	-.565	.251
PBC	375	-1.335	.126	1.148	.251
ETI	375	-.756	.126	-.499	.251

Source: Authors' Computation (2023) using SPSS

Table 3: Correlations

		ATB	SSN	PBC
ATB	Pearson Correlation	1	-.051	-.082
	Sig. (2-tailed)		.328	.111
	N	375	375	375
SSN	Pearson Correlation	-.051	1	.683**
	Sig. (2-tailed)	.328		.000
	N	375	375	375
PBC	Pearson Correlation	-.082	.683**	1
	Sig. (2-tailed)	.111	.000	
	N	375	375	375

Source: Authors' Computation (2023) using SPSS

Table 4: Collinearity Statistics

Variable	VIF	Tolerance
ATB	1.007	.993
SSN	1.876	.533
PBC	1.884	.531

Source: Authors' Computation (2023) using SPSS

Table 5: Descriptive Results of Demographic Variables

Gender of the respondents		
	Frequency	Percentage
Male	235	62.7
Female	140	37.3
Total	375	100
Age Group of the Respondents		
	Frequency	Percentage
18- 20 years	27	7.2
21- 23 years	121	32.3
24- 26 years	156	41.6
Above 26 years	71	18.9
Total	375	100

Source: Field Survey, 2023

Table 6: Summary of Regression Results

Model	Unstandardized Coefficients	Standardized Coefficients	t-values	p-values
Constant	3.22		3.4	.00
ATB	.02	.02	.55	.58
SSN	.25	.30	8.01	.00
PBC	.50	.61	16.04	.00
R-squared	.72			
Adjusted R-squared	.71			
f-stats	311			
f-sig.				.000

Source: Authors' Computation (2023) using SPSS

12. Conclusion and Recommendations

This study examines the effect of entrepreneurship education on the entrepreneurial intention of 375 final year students of Federal University Dutsin-Ma, Nigeria. Specifically, the study examines the effect of attitude towards behaviour, subjective social norm, and perceived behaviour control on entrepreneurial intention. The main findings of the study indicate that attitude towards behaviour has no statistically significant effect on entrepreneurial intention; subjective social norm has a positive and significant effect on entrepreneurial intention, and perceived behaviour control has a significant and positive effect on entrepreneurial intention of the final students of the FUDMA.

The study concludes that entrepreneurial intention of the FUDMA students is strongly influenced by the combination of the graduate's personal inclination (i.e., interest, knowledge, ability, and self-confidence) and motivation from the family, relatives, friends, and known successful entrepreneurs.

Following the main findings, the following recommendations are hereby provided:

i. The Nigerian Universities Commission (NUC) should continue to ensure and enforced vigorously the compulsory teaching of entrepreneurship, which focused shall be on practical skills acquisition aimed at training students to be self-reliant.

ii. The graduates should be encouraged by all and sundry in the society to be self-reliant and become employers of labour, rather than, the over-reliance on jobs from the public and private sectors, which are hardly available.

iii. Government at all levels should organize sensitization trainings and workshops for fresh graduates with a view to encouraging and motivating them to explore opportunities and harness their talents towards becoming an entrepreneur.

iv. Government should provide the enabling environment for the fresh graduates aspiring to becoming entrepreneurs. In this respect, seed capital and interest-free loans should be given to start-up entrepreneurs.

This study is confined to only the final year students of the federal university Dutsin-Ma, students of other universities and tertiary institutions from Katsina state and other parts of Nigeria are excluded from the study. Hence, there is the need to be cautious in generalizing the findings of this study to students of other institutions, apart from FUDMA. In recognition of the limitations of the study, there is need for the replication of this study in other higher institutions of the Katsina state, and other parts of the country, where similar studies are lacking. This call is essential and timely to address the menace of the increasing embarrassing unemployment rate in Nigeria.

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