

**ENTREPRENEURSHIP EDUCATION AND ENTREPRENEURIAL
INTENTION AMONG UNIVERSITY STUDENTS IN
SOUTHWESTERN NIGERIA**

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ABSTRACT

This study examined the relationship between entrepreneurship education and perceived behaviour among university students in Southwestern Nigeria and investigated the effect of perceived behaviours on entrepreneurial intention. It also ascertained the influence of entrepreneurship education on entrepreneurial intention, and evaluated the moderating role of perceived behaviours on the relationship between entrepreneurship education and entrepreneurial intention. These were with a view to examining the effect of entrepreneurship education on entrepreneurial intention among university students in Southwestern Nigeria.

This study used descriptive survey research design. Primary data were sourced for this study. The study selected one federal, one state and one private university in Oyo and Osun states. The states were selected due to the presence of foremost universities. University of Ibadan, Ladoke Akintola University of Technology and Lead City University were selected in Oyo State, while Obafemi Awolowo University, Osun State University and Bowen University were selected in Osun State. According to the records of the universities, the population of this study was 19,429 final year undergraduate students: UI (6876), LAUTECH (3852), LEADCITY (757), OAU (5292), UNIOSUN (1814), and BOWEN (838). Using Taro Yamane Formula, the sample size of the study was 1,969 respondents. Convenient sampling was employed to select the respondents who were final year undergraduate students. Data were sourced through the administration of a structured questionnaire titled Entrepreneurship Education and Entrepreneurial Intention (EEAEIQ). Data collected were analysed using frequency, correlation analysis, multiple regression analysis, analysis of variance and moderated hierarchical multiple regression.

The results showed that entrepreneurship education was significant but weakly correlated with attitude ($r = 0.309$, $p < 0.05$), perceived behavioural control ($r = 0.257$, $p < 0.05$), subjective norms ($r = 0.251$, $p < 0.05$), and personality traits ($r = 0.176$, $p < 0.05$). The results also found that perceived behaviour in terms of attitude ($t = 7.679$, $p < 0.05$), perceived behavioural control ($t = 4.219$, $p < 0.05$), subjective norms ($t = 5.901$, $p < 0.05$) and personality traits ($t = 3.373$, $p < 0.05$) had significant effect on entrepreneurial intention among the university students. There was also a significant influence of entrepreneurship education on entrepreneurial intention among university students ($F = 37.124$, $p < 0.05$). Finally, perceived behaviour moderated the relationship between entrepreneurship education and entrepreneurial intention ($\Delta R^2 = 0.083$, $F = 93.580$, $p < 0.05$).

The study concluded that entrepreneurship education had notable influence on entrepreneurial intention with perceived behaviour having a moderating effect between entrepreneurship education and entrepreneurial intention among university students in Southwestern Nigeria.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

It has been observed that the rate of unemployment is very alarming in most of the developing nations of the world of which Nigeria is one of them in spite of the reality that the nation is enriched with human and material resources. The problem of unemployment among graduates in Nigeria is however not new, it is thus a long-standing world manifestation where many graduates of higher learning find it extremely challenging to secure job even after graduating from the university (Nigeria Bureau of Statistics, 2016). Attempting to reduce unemployment scourge where many individual youths have been recognized as the group affected mostly, entrepreneurship study has thus been recognized as a tool and driving force which aids growth and development in the Nigerian economy via creativity, innovation and job creation (Olayinka, 2010).

Entrepreneurship as a whole plays an important role in the development of the country and it is thus acknowledged worldwide as a vital and significant contributor to economic development, launching and diffusion of new technology, generating potential entrepreneurs and trained employees for firms both nationally and internationally (Asaolu, Monday & Agorzie, 2012). Thus, enterprise creation, re-orientation of value, reduction of poverty can only be accomplished and maintained through entrepreneurship education that inculcates necessary efforts, abilities, capabilities, attitudes and intentions into individual graduates (Agi & Yellowe, 2013). Oguntimehin and Olaniran (2017) noted that the rationale for entrepreneurship education is to enrich individuals regardless of their disciplines with expertise which may motivate the students to go into enterprise that will be yielding income that is, changing the mentality of

student from job seekers to job creators. Ogundele and Olayemi (2004) opined that entrepreneurs are agents of societal and economic transformation and therefore called for the enclosure of courses in entrepreneurship into Nigerian educational curricula at all levels.

To give recognition to this call, the Federal Government mandated Nigerian universities in 2007 to introduce entrepreneurship programme to their undergraduate students. The aim is that by the time they will be leaving their various institutions, entrepreneurial skills and knowledge would have been imbibed to the extent that after graduating, the students would be ready and willing to take on entrepreneurial activity.

As a result of the aforementioned, Nigerian government through the Ministry of Education, in collaboration with the National University Commission (NUC), the National Board for Technical Education (NBTE), and educational institutions, Monotechnics and Professional institute develops and offers 2-credit unit course to semi-final/final year students, seminars, workshops and conferences to expand and spread the concept of entrepreneurship (Inegbenebor, 2005). University training has been identified as an effective apparatus for initiating and creating individual capital development and knowledge for all the spheres thus, taking into account its focal point in the socio-economic growth of a state.

This assertion was confirmed by Agbim, Oriarewo and Owocho (2013) who considered elements which might have consequences on entrepreneurial mindset of university graduates in Nigeria and established that undergraduates who participated in entrepreneurship programmes have the potential to embark on personal businesses after leaving school. This goes to confirm that exposure to entrepreneurship training programmes can induce entrepreneurial intention among youths.

The purpose of an individual's readiness is referred to as entrepreneurial intention (Abubakar, Salwa, and Amina, 2014). As a result, it continues to be reliable indicators of

entrepreneurial behaviour and activity (Krueger, 2000). Ryan (2016) also claims that entrepreneurial intentions (EI) refer to deciding a particular decision-making process based on an individual's motivation and awareness strength. Essentially, entrepreneurial intention is a state of mind that guides an individual's behaviour towards the creation and execution of new business ideas (Bird, 1988). Individual behaviour is thought to be better predicted by intention, particularly when the action is rare, difficult to observe, or needs an unknown time lag such as an entrepreneurial intention (Ajzen & Fishbein, 2005; Fini, Grimaldi, Marzocchi & Sobrero, 2009).

The ability of individuals to be an entrepreneur is a function of the transition of intention that such individuals make (Mohammad, 2009). Entrepreneurial intention is about individuals, their choices, behaviour and mindset to launch a new enterprise, creating wealth that is the key source of work opportunities, economic development, creativity, product marketing, operation, efficiency, competitiveness and economic flexibility in today's culture (Hisrich, Langan-Fox & Grant, 2007). It remains an effective mechanism for predicting individual entrepreneurial activities and may be seen as an expectation for individuals to conduct an expected risky activity that will deliver a positive outcome in the development of a new company (Heinonen, 2007; Wu & Wu 2012).

Apart from entrepreneurship education, entrepreneurial intention of final year students could also be moderated by their perceived behaviour. Perceived behaviour are the attributes of individuals which are embedded in their attitude, perceived behavioural control, subjective norms and personality traits which could influence one's intention and behaviour. Studies such as (Astuti & Martdianty, 2012; Kuttim, Kallastea, Venesara, & Kiis, 2014; Mahmoud &