The Perceived Impacts of Entrepreneurial Education on Entrepreneurial Intentions among Undergraduate Students in South-West, Nigeria

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Abstract: *This study sought to examine the impacts of entrepreneurship education on entrepreneurial intentions among undergraduates' students in South-West, Nigeria. It made an in-road into the phenomenon by examining the rationale inherent in imparting entrepreneurship into undergraduate students which bordered on increasing socio-economic development and transformation. This study was anchored on interpretative understanding of Rational Choice Theory and its underpinnings centred on weighing the likely pros and the cons of any action before one dabbles into it. The research design was cross-sectional and exploratory in its approach. Mixed method of data collection was adopted and data were generated through 403 copies of questionnaire and 12 IDIs' across four universities in South West, Nigeria. The findings revealed that the undergraduates who had acquired entrepreneurship knowledge and skills were perceived to have higher entrepreneurship intentions than undergraduate students that did not have knowledge of entrepreneurship. The study concluded that undergraduate students' in South-West had very good knowledge of entrepreneurship education which served as a good propelling factor towards enterprise creation. However, the study recommended that undergraduates should be taught on how to utilise IT in positively impacting on the actualisation of their vision in becoming entrepreneurs, and that entrepreneurship educators should be trained, re-trained, motivated and developed.*

Keywords: *Education, entrepreneurial intention, entrepreneurship, entrepreneurship education, students, South-West Nigeria.*

INTRODUCTION

There is no mincing word about the fact that Nigeria is experiencing unemployment, particularly among the youths (graduates). Owing to the decline in the nation's economy, a considerable number of organizations folded up and relocated to their neighbouring countries due to high overhead costs incurred. The factors responsible for this trend include lack of infrastructural facilities such as power, transportation channels, government policies etc. thereby exacerbating the unemployment situation in the country (Oriarewo, Agbim and Aondoseer, 2013). The National Bureau of Statistics (NBS) (2017), reported that the unemployment rate in Nigeria as at 2017 to be 14.2%, which is a very high figure compared to other nations. Unemployment has been regarded as the bane to the nation's under-development and it has continued to be a premise upon which the countries are always ranked as being very low in the ranking of the comity of nations in several socio-economic indices (Chidiebere, Ilonaya, Udunze, 2014). They maintained further that unemployment is a

major cause of abject poverty, high crime rates and under-development experienced in the country (Chidiebere et al., 2014).

In the light of this, the Federal Government gave a directive to the National Universities Commission (NUC) to compulsorily include entrepreneurship into the universities' curricula as a coursework for all undergraduates. This should not be restricted to the Management Faculty but all faculties which took effect from 2007/2008 academic session (Aliu, 2008). The action was as a result of the research conducted by NUC (2004), which gathered that over 60% of Nigerian graduates lacked basic entrepreneurial skills. The action was therefore made in order to ensure that students from diverse socio-economic backgrounds are taught the knowledge of planting the seeds of entrepreneurship in order to increase the number of business creation. More so, in the long-run, the nation would witness economic transformation surfaced by sustainable socio-economic development. Concerted efforts had been made by various stakeholders to ensure that entrepreneurship is taught also in secondary schools in order to impact on students, entrepreneurial skills and increase enterprise creation; given that not all secondary school leavers eventually decides to seek admission into tertiary institutions.

Consequently, the efforts made by the various stakeholders and particularly the FG's action in2007were all futile owing to the fact that the unemployment rate has continued to increase. Unemployment rate in 2007 was 12.7% and presently 14.2%, even with the re-definition and reduction of the methods used to calculate unemployment rate by the NBS from 40 hours to 20 hours in 2014 (Kale and Doguwa, 2015). In view of this, cyclical and technological unemployment continues to cause the country such unnecessary developmental backwardness. Moreover, it was reported by Global Entrepreneurship Report, (2012), that the Total Early-Stage Entrepreneurial activity (TEA) in Nigeria was reported to be 35%. Ironically, the Perceived Opportunity was estimated to be 82% while Perceived Capability is 88%. Therefore, it indicated that the Nigerian citizenries lack the basic entrepreneurial knowledge in order to utilise the wasteful entrepreneurship opportunities around.

Entrepreneurship has been confirmed as the most viable and feasible medium of reducing and resolving unemployment and under-employment challenges given that it fosters economic growth and socio-economic development (Lee, Lim, Ng Huei, Wong, 2012; Sylvia and Dayang, 2016; Nian, Bakar and Islam, 2014). In order to promote the rate at which enterprises would be created in the future and analyse the future development stage of a nation, it is usually recommended to engage in studying Entrepreneurial Intention (EI). Ajzen, (1991), affirmed that intention is the predictors of performing a specific behaviour. Jose, (2012, 28), likewise affirmed that 'in cognitive psychology, intention is the cognitive state immediately prior to performing behaviour' while EI has proven to be a primary predictor of future entrepreneurial behaviour (Gelard and Saleh, 2011).

This study therefore sought to assess the rate of Entrepreneurial Intention (EI) amongst undergraduate students of some selected public and private universities in South-West region in the country by adopting Entrepreneurship Education (EE) as the predicting factor.

Objective of the study

The objective of the study was to examine the EE provided by the university cum government as antecedent to EI in undergraduate students. This paper would enhance our knowledge on the impacts of EE on EI towards building a sustainable economy given that entrepreneurship has been construed as a major key driver of any economy.

Literature Review

According to Linan (2004), cited in Turker and Selcuk (2009, 144), EE was defined as 'the whole set of education and training activities – within the educational system or not – that try to develop in the participants the intention to perform entrepreneurial behaviours, or some of the elements that affect that intention, such as entrepreneurial knowledge, desirability of the entrepreneurial activity, or its feasibility'.

One concept that has been used recently as being synonymous to EE is Entrepreneurial Knowledge (EK) (Oriarewo et al., 2013). However, in the strict sense, EK is the outcome of a qualitative EE. More so, Massad and Tucker, (2009), articulated that EK can be acquired and developed through consistent exposure to real entrepreneurship activities and not just EE. Turker *et al.,* (2009), however identifies two distinct types of EK; the first relates to ability of individuals to perceive and recognise entrepreneurial opportunities while the second refers to successfully exploiting the identified opportunity; which are both functions of an effective EE.

There are great disparities among universities on the nature, scope, and structure of EE. The literature has revealed that there are diverse views among scholars about what constitutes 'entrepreneurship programme', such as whether entrepreneurship must focus on organisation creation, growing firms, innovation, value creation, ownership etc. In the previous studies, Nian et al., (2014), made an assessment of methods of EE adopted by some few countries and tertiary institutions which becomes substantive and paramount when we consider that, students differ from one another and their learning styles and paces also differ, and therefore make the organisation of EE curriculum a herculean task, in that different curriculums can be developed in as many learning styles depicted by students in a territory.

Nian et al., (2014), contended that, EE methods are polarised into the traditional methods and the modern or innovative methods, and therefore depicted different methods used by different countries. However, EE in Nigeria, compared with other countries, depicts that Nigerian educational ministries have a plethora of tasks in order to devise varieties of EE curricula that suits varieties of students' entrepreneurship needs which has the tendency to increase their proclivity towards entrepreneurship and concurrently decrease unemployment rate and increase the economic growth, human capital and development rate. EE methods in the country include, development of project plans, agricultural training, entrepreneurial projects, and entrepreneurship classes. However, these methods lack intense and suffer from multitudes of structural problems (Oyebola, Irefin and Olaposi, 2015).

EE research results on EI are majorly polarised. Some researchers agree that EE is an efficient method to equip the students with necessary EK so as to create their own businesses, while some studies expose that EE is a deterrent factor to EI of students. Muraina, (2017), argues. that, the deterrent results were due to the fact that, in the process of EE, students would be informed about the need to be innovative and take risks, which sometimes result into life failures for entrepreneurs and might deter the student from venturing into entrepreneurship, especially for individuals that are risk averse. Below is a table that summarises the results between EE and EI.

Table 1: Summary of Past Studies on EE and Entrepreneurial Intention.

Author	Research Subjects	Relationship between EE with EI
Thuo, Abo and Toma, (2016).	665 final year students from five universities in Ethiopia	Positive and moderate relationship.
Sylvia *et al.,* (2016).	351 undergraduate students in one of the Public University in Malaysia.	Insignificant relationship.
Tshikovhi*et al.,* (2015)	Among 355 South-African Enactus students	Significant and positive impact
Denanyoh, Adjei & Nyemekye (2015).	228 polytechnic students in Ghana.	Positive and significant relationship (r=0.152).
Türker*et al.,* (2009).	Among university students in Turkey.	Positive impact.
Mumtaz, Munirah & Halimahton, 2012.	181 students of three different programmes offered in MARA Professional Colleges, Malaysia.	Significant and positive relationship. (r=0.6241)
Lee *et al.,* (2012)	200 survey of respondents at Universiti Tunku Abdul Rahman, Malaysia.	Positive and significant relationship.
Ahmed, Nawaz, Ahmad, Shaukat, Usman, Rehman,	276 undergraduate students in 5 major universities in Pakistan.	Insignificant relationship (r=0.020).

Ahmed (2010).		
Lee, Chang and Lim (2005).	Comparative study of EE in U.S.A and Korea.	Positive and significant relationship.

Source: Researcher's Construct' 2018.

Based on the above literature review and results presented, hypothesis was formulated as illustrated below:

H_0: There is no significant relationship between Entrepreneurship Education and Entrepreneurial Intention.

Theoretical framework

This study was guided by Rational Choice Theory (RCT) which explains the relationship between the dependent and independent variable. RCT focal area is on actors/individual decision-making ability constrained by two factors: scarcity of resources and social institutions (Family, Religion etc.), as they place restrictions on individuals' actions. RCT stresses that all actors and actions are fundamentally 'rational' in character and that people calculate the likely costs, punishments and benefits of any action before deciding what to do (Scott, 2000).

As far as this context is concerned, actors' intention is EI. It is believed that individuals calculate the rewards and punishments of engaging in entrepreneurship before undertaking it. Aside the fact that an individual might have accrue entrepreneurship knowledge through rigorous EE, it is still germane and normal that actors perceive the reward and cost of engaging in entrepreneurial activities which at a great length will affect the creation decisions of enterprises by the actors. If the individual perceive venture creation to be favourable, he might want to engage in it and vice versa; which is why the importance of cognitive can never be discarded when studying intentions and the more reason Ajzen (1999), places so much importance on Perceived Behavioural Control (PBC) (perceived ease or difficulty to perform a given behaviour) as the most germane amongst the variables of Theory of Planned Behaviour. However, it is still important to say that, when students are taken through a very impactful EE, it makes them depicts enterprise creation to be easy and favourable to create. Also, when profiles of successful entrepreneurs are discussed with students and the process they adopted to become successful; they tend to be instigated towards creating enterprises, which is one reason EE is considered crucial for instigating enterprise creation.

Methodology

Research Design: The study adopted a descriptive and an exploratory survey research method. In respect of the time in conducting the study, cross-sectional design was utilised, while survey method (mixed method – quantitative cum qualitative) was used in collection of data.

Study Area & Population: The study area was South-West, Nigeria which comprised of six (6) states: Ogun, Oyo, Osun, Ondo, Lagos and Ekiti. The study population was the undergraduate's students of the selected universities located in South West, Nigeria. The study collected data from 4 public and private universities, situated in 3 states out of the 6 states represented by the South-West zone in the country. The rationale behind the selection of South-West, Nigeria ranged from being regarded as one of the most important (economic, infrastructure, education, development etc.) amongst other 5 geo-political units in the country, encapsulates all the various cadres of universities in Nigeria (Public {Federal and State}, and Private universities), availability of numerous universities in the region, and availability of a large number of students' that could participate in the research as the region is popularly referred amongst the citizenry as 'the most educated region in Nigeria'.

Sampling Mechanism: The study adopted probability and non-probability sampling in order to capture the two major research designs. Different sampling mechanism was adopted in the selection of universities and the sample units. The encapsulating and major sampling in the selection of university was a random multi-stage sampling (six-stage) while other sampling methods were also adopted as explained below:

- ✓ Amongst the six states in South-West, Nigeria, three (3) states were simple randomly selected through ballot simple random sampling. Therefore, Ogun, Lagos and Oyo were simple randomly selected.
- ✓ In order for adequate representation, the three cadres of universities in Nigeria (Public {Federal and State} and Private universities were considered for selection.
- ✓ The data presented by the Joint Admission and Matriculation Board (JAMB) depicts that 10, 4 and 3 universities are valid for selection from Ogun, Lagos and Oyo respectively.
- ✓ Amongst the 17 universities that were valid for selection, 4 universities were purposively selected. The purposes are as a result that, the 4 universities academic calendar are still running and being high-profiled schools.
- ✓ The quota (proportional) sampling was used to select the universities between the 3 randomly selected states. 2 (State Public and Private), 1 (Private) and 1 (Federal Public) universities were proportionally selected from Ogun, Lagos and Oyo state respectively.
- ✓ Olabisi Onabanjo University (OOU) and Covenant University (CU) were purposively selected from Ogun state, while Caleb and University of Ibadan (UI) were also purposively selected from Lagos and Oyo respectively.

Respondents met the three (3) stated purposes below before being administered the questionnaire:
- ✓ Respondents must be an undergraduate student of one of the aforementioned universities.
- ✓ Respondents must have at most 2 years to graduate from the university (present year inclusive) because they are those believed to be in their critical stage to decide their future career path on whether to be self-employed or employed. The rationale behind this was depicted in (Ahmed *et al.*, 2010; Lee *et al.*, 2012).
- ✓ Respondent must have offered a course on entrepreneurship (theory and practical class) as speculated as a requirement by NUC.

Instrumentation: The interview was well designed in a simple form. Twelve (12) In-depth Interviews (IDIs') were conducted representing 3 interviews each in Caleb, Covenant, University of Ibadan and Olabisi Onabanjo University respectively. The IDI were conducted between 15–25 minutes. The questionnaire was designed in tripod. Section A depicts questions on socio-demographic characteristics, Section B and Section C depicted questions on EE and EI respectively and were both depicted in Likert Scale format. The questions in the questionnaire were close-ended. The questionnaires were answered by majority of the respondents between 7–12 minutes, while the research instruments were collected concurrently between 8 working days. 414 questionnaires were distributed while 403 were valid for programming. The questionnaire questions were drafted and modified from past researches as shown below:

Table 2: The Origins of Constructs in the Questionnaire

Construct	Adapted From
Entrepreneurship Education (EE)	Lee *et al.* (2005); Lee *et al.,* (2012); Thuo *et al.,* (2016).
Entrepreneurial Intention (EI)	Lee *et al.* (2012); Linan *et al.* (2009); Lee *et al.,* (2005); Thuo *et al.,* (2016).

Source: Researcher's Construct' 2018.

The questionnaire was pilot tested with 30 questionnaires amongst Olabisi Onabanjo University undergraduates, in order to ensure its validity and reliability to meet the research objectives accurately. The pilot study copies of questionnaire were analysed and transcribed through Statistical Package for Social Sciences (SPSS version 20) with the aid of Cronbach alpha as depicted below:

Table 3: Summary of Cronbach Alpha Reliability Statistics

Constructs	Cronbach's Alpha (α)	Number of items
Entrepreneurship Education	0.871	30
Entrepreneurial Intention	0.694	30

Source: Researcher's Construct' 2018.

Participation in the study was strictly based on the consent and free-will of the respondents. Respondents and participants were assured of confidentiality and anonymity of their choices in providing answers in the research instrument.

Results

Below is a description of the socio- demographic characteristics of the sampled respondents.

Table 4: Frequency and percentage distribution of Respondents' Socio-Demographic Characteristics

Socio-Demographic Variables	Frequency (N)	Percentage {%}
Age		
15 – 19 years	86	21.3
20 – 24 years	254	63
25 – 29 years	58	14.4
29 years and above	5	1.2
Total	403	100%
Sex		
Male	192	47.6
Female	211	52.4
Religion		
Islam	67	16.7
Christianity	327	81.3
Traditional African Religion	8	2.2
Universities		
Caleb University	97	24.1
Covenant University	98	24.3
OlabisiOnabanjo University	100	24.8
University of Ibadan	108	26.8
Faculty/ College		
Social and Management Sciences (SMS)	195	48.4
Education	41	10.2
Law	23	5.7
Science and Technology	57	14.1
Arts	25	6.2
Agriculture and Forestry	18	4.5
Engineering and Environmental Sciences	44	10.9
Level		
300 Level	156	38.7
400 Level	202	50.1
500 Level	37	9.2
Others Specify	8	2.0

Source: Researcher's Field Result, 2018.

The table above presents the socio-demographic characteristics of the respondents. The age distribution indicated that 21.3% were within age interval 15-19 while 63% were constituted within 20-24, 14.4% were

between 25 to 29 and 1.2% had their age greater than 29. The table also depicts that 47.6% were male while 52.4% were female undergraduates. The religion demographics depict that 16.7% were Muslims, 81.3% were followers of Christ Jesus, while 2.2% were African traditional worshippers.

The university distribution does not depict large difference because equal amount of copies of questionnaire were proposedly shared among them, while the faculty distribution depicts that 48.4% were from SMS, 10.2% are from the Education faculty, 5.7% are from the college of Law, 14.1% were from the faculty of Science and Technology, 6.2% were from the college of Arts, 4.5% were from the college of Agriculture, and 10.9% were from the home of the Engineering and Environmental Sciences. The level distribution depicts that 38.7% were in 300 levels, 50.1% and 9.2% were in part 4 and 5 respectively, while 2% were in levels higher than 500 i.e. the medical students.

Table 5: Responses' on Entrepreneurship Education as a Reflection of EI.

Statements	Mean	Ranking	Frequency
Teaching of entrepreneurship course	3.82	4	403
Acquiring of knowledge about entrepreneurship and business creation.	3.81	5	403
Motivated to creating an enterprise due to knowledge of entrepreneurial courses	3.83	3	403
Prospects in entrepreneurship as a discipline/course	3.89	1	403
Applicability of entrepreneurship knowledge	3.88	2	403

Source: Researcher's Field Result, 2018.

The table above presents data on entrepreneurship education as a reflection of entrepreneurship intention. On the question of whether entrepreneurship courses were taught well in my universities; out of a possible mean score of 5, the question had a mean score of 3.82 which depicts that most of the respondents agreed that entrepreneurship was taught well in their school 'at least to their perception', because almost all of the respondents were Nigerians and never travelled aboard therefore lack the requisite knowledge on how EE is conducted in other nations' of the world. They therefore will lack all-round requisite knowledge to compare EE between nations. However, Muraina (2017), noted that the government through its ministries of education had a herculean task to ensure that EE was at least comparable to an extent with other nations of the world because these nations adopted a multi-lateral approach to EE in order to meet varieties of students' entrepreneurial needs.

On the aspect that, if respondents acquired knowledge on enterprise creation from the entrepreneurial courses they took, the mean score offered a 3.81 out of a possible 5 and the lowest mean amongst its pairs, though a little range existed amongst the questions in this table. This translates that, the respondents were able to acquire knowledge on how to initiate a new business activity. Furthermore, the question on if respondents were more motivated to creating an enterprise after taking entrepreneurial courses than before they took them had a mean value of 3.83. This depicts that EE in the selected universities were 'impactful' i.e. the recipients were more interested in being an entrepreneur after they took the course than before they took the course. This therefore affirms the view of Turker et al., (2009)' that proclivity towards entrepreneurship could be affected by contextual factors like structural support, educational support and not only driven by cognitive or genetic factors like attitude, locus of control, self-efficacy etc.

The study also sought to know from the respondents on their prospects of taking an entrepreneurial discipline in the future. It was put forth to investigate if the respondents were interested in acquiring more knowledge on entrepreneurship. The question had a mean value of 3.89 and fortunately, was the highest in the table and translated that if a discipline in Entrepreneurship was put-forth by the NUC, the programme would attract applicants'; this fact can be buttressed by the new interest in the Social and Management Sciences disciplines in Nigeria from the Pure Science traditions which always had the highest university applications before now as narrated by a colleague (Odunikan G. [personal communication, May 10, 2018]). Statistically, respondents

that participated in this study were more business oriented with 48.4%, compared with the science courses with a 31.2% notwithstanding the additions of the value for the pure science, agricultural and the engineering sciences. Therefore, it can be established that, if a discipline like 'Entrepreneurship' was initiated, it would gain interest amongst the citizenry to further reaffirm the recent interest in the Social and Management Sciences (Education Nigeria, 2018).

With regards to if respondents thought that the entrepreneurial knowledge they acquired in entrepreneurship courses were applicable in real life, it has a mean value of 3.88 and therefore, affirms that most of the respondents agreed that the knowledge acquired in entrepreneurship course were implementable in real life situations. Contrastingly, this affirmation can only be fully known if a follow-up study is conducted to determine that the knowledge gained by the respondents are implemented. However, for our use, the mean value depicts valid and sound as according to the PBC put forth by Ajzen, (1991), in his theory of Theory of Planned Behaviour stated that when people perceived easiness/favourableness in the performance of a given behaviour for example, in the creation of a business, it turned out to be favourable and easy for them to start and this was well-affirmed by Lee et al., (2012); Lee et al., (2005). Also, in Ajzen (1991) theory, he stated that the third variable 'PBC' is the most important amongst the three variables which were attitude towards the behaviour, Subjective Norm and Perceived Behavioural Control.

Arising from the findings above, it depicts that EE is a good predictor of EI. The penultimate question depicted on entrepreneurship course/discipline has the highest mean of 3.89; while, the second question hinged on knowledge acquired from entrepreneurship course was last with a mean score of 3.81. The mode to all the questions depicts a figure 4 which shows that most respondents' agreed with all the questions on EE. The mean score only has a range of 0.08 which depicts their compactness and that the standard deviation is centred on the mean scores. The quantitative above can be buttressed by presenting the IDIs' conducted. The study sought to know how motivated were the participants to start up business after acquiring entrepreneurial knowledge in the entrepreneurial courses they took? Here are the narrative comments of the respondents;

> *'I've had a course in entrepreneurship already in school plus a professional course. I also attended several seminars and I started my catering business afterwards* (Interviewee 1/ UI/ 22/ Female/ Social Science/ Political Science/ 300 L).
>
> *'Entrepreneurship course was good and really motivating. I learnt Television Production which was really practical and I hope to start the business in the future'* (Interviewee 12/ CU/ 19/ Male/ Christian/ Engineering/ Electrical Electronics/ 300 L).
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> *'It didn't help me as I was posted to a tie & dye group and not photography that I have passion for'* why didn't you change? *'I was unable to change due to the bureaucracies involved in changing entrepreneurship practical groups'* (Interviewee 6/ Caleb/ 21/ M/ Social Sciences/ International Relations/ 400 L).
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> *'Entrepreneurial course? I can't say anything about that, but I remember vividly that I passed the course but I can't remember learning anything. Most of the group work was done by the group leader or the Class Representative; we're usually informed about the amount to pay for materials and they get our work done for us'* (Interviewee 3/ OOU/ 24/ F/ Christian/ Social Science/ Mass Communication/ 400L).

From the above excerpts, the EE in some universities is qualitative while others are not very effective. EE in CU seems to be very sound as it is mandatory for all students' to be involved physically and mentally in an entrepreneurial project group; while also, in Caleb, but usually enforces entrepreneurship groups on its students as testified by some of the students'. EE in UI is assisted by programs and seminars organized by different groups of individuals as a result of her status as a Federal and Premier University, while the EE in OOU has a long way to go compared with other universities. Therefore, we can conclude that, by relying on

the 12 IDI results', EE is a strong indicator of EI in undergraduate students'. EE result therefore aligns with the result of Turker et al. (2009) and Denanyoh et al., (2015) and anti the result of Sylvia (2016).

It is also very important to analyse the statistics of the dependent variable (EI).

Table 6: Responses on Entrepreneurial Intention.

Statements	Mean	Ranking	Frequency
Ownership of business than being employed	4.25%	2	403
Determined to create business in future.	4.32%	1	403
Determined to establish business against all odds	3.97%	5	403
Self-employed business is lucrative	3.49%	7	403
Encountering challenges in creating new business	3.96%	6	403
Employed and at the same operates personal business	4.21%	4	403
Sticking to a particular business until I record success	4.2%3	3	403

Source: Researcher's Field Result, 2018.

The above table presents data on respondents' views on entrepreneurial intention. The first question was on if respondents preferred to be their own boss than to be an employee which depicts a mean value of 4.25% out of a possible 5. This therefore affirms that the respondents strongly agreed' to the fact they would prefer to be self-employed to being an employee in another person's business. The response aligns with the over-all findings of Lee et al., (2012). The findings above also revealed that the majority of the respondents are determined to create their businesses with a highest mean score of 4.32. This agreement pin-points the research result of Lee et al., (2012), whose report asserted a high result from their sample population who also reported a high rate of EI.

On whether the respondents would dedicate their lives to establishing new businesses even if family and friends were against their decisions had a mean score of 3.97% translating that most of the study participants' agreed that they would dedicate their life to establish a new business even when they face familial hindrances. The question seeks to test the level of entrepreneurism in respondents' future plans even when the Subjective Norm as elaborated by Ajzen, (1991), or as referred to by Muraina (2017) as Relational Support to be the perceived social pressure (friends, family, relatives, neighbours) to perform or not to perform a desired behaviour is negative. This becomes very important for the fact that most EI study findings are polarized between the effect of subjective norm on EI as Linan (2004), reported negative relationship between social norm and EI, while some few others reported positive relationship.

The study also sought to know if the respondents perceive that they can only make big wealth if they are self-employed. This question was included since monetary value is a decisive factor in every day-to-day decision making of people in the world today and especially in a low-income country like Nigeria; it was included with a precept that if the answer is positive, the respondents would have a high inclination towards venture creation in the future. The question had a mean of 3.49% and affirms that majority of the respondents affirmed that large wealth could be acquired through having a personal business than through the collection of monthly salary and allowances. On whether the respondents were expecting the challenges of creating new businesses, the mean figure depicts a 3.96%out of a possible 5, which therefore affirms respondents' views that they were expecting the challenges of creating their own personal businesses. The responses aligned with the over-all findings of Denanyoh et al., (2015).

Furthermore, the researcher also intended to know the views of respondents on hybrid entrepreneurship i.e. even if they are working as an employee in another business, whether they would still create businesses of their own; the question was intentionally included as it was not depicted by the secondary sources used by the study, it therefore sought to measure a very popular trend in the country, whereby, people worked as a full-time or part-time workers of big firms and they also went to the extent of establishing their own personal businesses which they attended to part-time or use a family relative as a Director and personally monitored the progress of their businesses. The question data depicted a mean figure of 4.21 and affirmed that most of

the respondents strongly agreed that they would have their own businesses even if they worked for other persons (Invoice NG, 2018).

On whether if the respondents launch their ventures and they fail many times, the question seeks to know if they would still continue until they succeed. The question was drafted from Lee et al., (2005), and aimed to know if failure from creating enterprises would be a hindrance for the continuation of the businesses as it was revealed by several entrepreneurship studies that new businesses usually faced several challenges till they found a strong-hold in a very competitive market. The question was also asked amongst the interview questions as it would be illustrated in the subsequent paragraphs. The mean value depicts 4.23 and therefore attests that the respondents believed that failure would not be an obstacle in the continuation of their businesses if they created one and they failed.

From the above, the findings revealed that the EI of the undergraduate students in South-West, Nigeria was sound, but limited to other control variables (structural support) and other unforeseen variables. The second question had the highest mean of 4.32%; while, the fourth question was last with a mean score of 3.49%. EI is bi-modal. The question 1, 2 and 7 had a mode of 5–most respondents strongly agreed with the questions, while the remaining questions possesses a modal score of 4 i.e. most agreed. The quantitative above can be buttressed by presenting the IDIs conducted on EI. The question was asked thus: *Do you have intention to become an entrepreneur in the future? Is the intention primary or secondary? *If you launch a business and it fails, would you still continue to try until you succeed? Why?*

> *'Yes, primary, throughout my life. I already failed in Network Marketing due to high exchange rates and also, in trading cloth due to debts and decline in academic performance in here before my present adventure into catering and exportation of food items. *I can only stop entrepreneurship business when I lose my breath'* **(Interviewee 1/UI/ 22/Female/Social Science/Political Science/300 L/.)**
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> *'Yes, Primary intention. A key to ventures and enterprises is consistency and when you are consistent, even with failures and challenges, you are good to go. *I don't even think I've failed so so-so amount of times, I've only learnt new ways of how not to do that thing again and why it is not working.'* **(Interviewee 12/ CU/ 19/ Male/Christian/ Engineering/ Electrical Electronics/ 500 L).**
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> *'I will only make entrepreneurship as a side job. *I won't stop because I have passion for it but if my passion reduces, I will try and walk to other alternatives but if I don't lose passion in it, no way.'* **(Interviewee 3/ Caleb/19/Female/Christian/Sciences /Computer Science/ 400 L).**
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> *'Uhhn, Primary and Secondary. I will only work in other people or government businesses for some time in order to acquire fund for my own business for maybe 10years then, I will now settle only on my business. *We were taught in GNS about a scholar named Leibenstein, 'Once you fail, you can always rise and change to other businesses', but at the 10th failure I would stop entrepreneurship businesses altogether'* **(Interviewee 9/OOU/26/ Male/Muslim/Arts/History & Diplomatic Studies/400L).**

Most of the interviewees reported to have at least secondary intention on creating their own personal businesses. Most reported that they would work in other peoples' businesses for some time in order to acquire funds for the development of their own businesses. Virtually all the interviewees also reported that failure in a business was not a big deal and that they would keep trying until they were successful while some few ones' said that they would change to other line of businesses but would never stop. We can conclude that students' in this study area have strong and sound EI and corresponds with the result depicted by Tshikovhi et al., (2015), Lee et al., (2012), and negates the result depicted by Ahmed et al., (2012).

Test of hypothesis
Under this section, spearman ranking correlation coefficient and simple linear regression will be utilised to depict the analysed result relationship between the independent and dependent variables.
H_0: There is no significant relationship between EE and Entrepreneurial Intention.

Table 7: Spearman Correlation Coefficient Analysis between EE and EI.

		Entrepreneurial Intention
Entrepreneurship Education	Correlation Coefficient	.273**
Spearman Ranking Correlation Coefficient	Sig. (2-tailed)	.000
	N	403

Correlation is significant at the 0.01 level (1%) (2 tailed).
Source: Researcher's Field Result, 2018.

The spearman correlation coefficient analysis depicts that there is positive and small but definite relationship between EE and EI. Thus, $H_0$is rejected and we can say that 'there is little significant and positive relationship' between EE and EI i.e. undergraduate students that had acquired entrepreneurship knowledge, skills, practices, competencies and abilities usually had higher EI than undergraduate students that did not. This affirms the research findings of Lee et al., (2012), Turker et al., (2009) and Mumtaz et al., (2012).

Table 8: Model Summary of Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.516a	.266	.257	.693

a.   Predictors: (Constant), EE.   b. Dependent Variable: Entrepreneurial Intention
Source: Researcher's Field Result, 2018.

The table above depicts the model summary of regression analysis on how much of the variance in the dependent variable (EI) is explained by the independent variables (EE). The R^2 depicts 0.266 and if expressed in percentage offered 26.6%. This represents that EE explains 26.6% of EI while other cognitive and contextual variables explained the other 73.4% as reported by the data collected.

Discussion of Findings

The study focused on assessing EI among undergraduate students in South-West, Nigeria by utilising EE as an antecedent. From the analyses and presentations made on the preceding sub-section, it is quite crucial to make the following discussions. The summary of the socio-demographic features illustrates that the age group interval 20-24, female gender, Christianity religion, University of Ibadan, College of Social and Management Sciences, 400 Level, were all more represented than the other groups in their various sub-groups. The study utilised measures of central tendency, spearman correlation coefficient and multiple regression analysis as statistical tools to explain the quantitatively collected data. Narrative analysis was adopted to analyse the qualitative data.
The mean statistics for EE depicts that there was little range between the questions, and the figures depicts high results which depicts that EE was sound. Mode statistics depicts that majority of the respondents agreed to the questions which was asked in positive form. The spearman correlation coefficient analysis depicted that there is positive but little and definite significance between EE and EI in Nigeria, more so, the regression showed that only 26.6% of the respondents EI is a function of EE. Both of the inferential statistics established that positive relationship exists between EE and EI, while also, in the country, there is little significant relationship in EE leading to the creation of ventures (Lee et al., 2005; Tshikovhi et al., 2015). If the study recommendations would be carefully established, future study would depict a high significance relationship between EE and EI since this study already depicted a positive relationship between them.

The respondents clearly expressed that EE was a compulsory course in their schools, in addition, practical entrepreneurship sessions also took place in their various schools at their Centre for Entrepreneurship Development (CEDs'), although, some firmly expressed some deficiencies in their institution's EE.

The level of intentionality of venture creation among the undergraduate students was also depicted and the average statistics depicted very sound, as most of the respondents agreed and strongly agreed to the questions depicted in the questionnaire. The interviews also depicted that most of the interviewees had positive intentions to become future entrepreneurs, most however depicted secondary intention, i.e. they stated that they would be employed for certain numbers of years and would divert their employment proceeds to their own personal businesses and afterwards, become completely self-employed. From all indications, the study results revealed that the null hypothesis formulated should be rejected i.e. there is positive and significant relationship between EE and EI. The finding revealed the same trend with Lee et al., (2005) and anti Ahmed et al.' (2010), findings.

All of the statistical tools utilised exposed that when EE is effectively conducted, especially the practical aspects, undergraduates tends to possess strong desires and positive attitudes to become future entrepreneurs and would lead to increment in the number of businesses in the country. This fact is buttressed by Mumtaz *et al.,* (2012); Turker*et al.,* (2009); Lee et al. (2012) and antagonises the research result of Sylvia et al., (2016); Ahmed et al., (2010).

Conclusion and Recommendation

Based on the results analysed and interpreted, this study concluded that undergraduate students in South-West, Nigeria possessed sound EI and EE which was a good propelling force towards enterprise creation. Equally, the Null Hypothesis was rejected in that i.e. there is positive relationship between the dependent and independent variables investigated. The study was however without its limitations, in that, designing the study questionnaire in close-ended likert format was a general research limitation due to the limitation of opinion that respondents could express, however, a mixed research methodology adopted was used to cover this limitation.

However, based on the study, the study revealed useful recommendations which are very germane having undergone a thorough and robust study of assessing EI, while using EE as a predictor. The recommendations, if carefully and successfully implemented, will bring positive and significant changes to the several structural challenges in the country as explained below:

- ✓ The EE in all tertiary and secondary education should be majorly hinged on teaching the students on how to develop entrepreneurial projects, proposals, or a work-plan (practical) against the theoretical aspect emphasised by major educators.
- ✓ The NUC should set-up a task-force to ensure the full implementation of EE in a way the NUC proposed that the programme should be implemented. An inspection and utilisation of the CED by the students should be encouraged by the task force.
- ✓ Entrepreneurship educators should ensure that the free-will and intention of students is fundamental in their postings to a particular entrepreneurial group.
- ✓ Entrepreneurship as a discipline in Nigerian universities should be encouraged by the NUC in order to encourage the full impact of entrepreneurship on its students and thereby increase their EI.
- ✓ Entrepreneurship educators should be trained, re-trained, motivated and developed. They should be sponsored to conferences and encouraged to conduct studies on entrepreneurship.
- ✓ Government should provide enough funds for nascent entrepreneurs. The secondary intention possessed by the undergraduates is as a result of the problems in acquiring funds envisaged by the undergraduates. Collaterals, as forms of security should also be reduced.

✓ Undergraduates should be taught on how to utilise ICT in positively affecting their vision to be an entrepreneur. They should be able to compile business plans in order to acquire grants from multi-national companies, NGOs, entrepreneurship foundations etc.

Abbreviations

NUC (National Universities Commission): This is the national commission charged with oversight on general universities activities. The commission approves course, course content, and accredit the worthiness of a university to offer certification in a field of study.
NBS (National Bureau of Statistics): This is the national agency charged with providing data on national subjects. They provide nationally accepted data on unemployment, consumption rate, finances etc.
EE (Entrepreneurship Education): This refers to an educational approach to teaching students entrepreneurship with the precept to increasing their proclivity towards starting their own enterprises. It offers students' knowledge, concepts, practices and challenges of entrepreneurship.
EI (Entrepreneurship Intention): This simply refers to the intent or thought of an individual towards being an entrepreneur.
EK (Entrepreneurship Knowledge): this describes the whole-set of knowledge gathered after undergoing a program or training on EE.

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