



Entrepreneurship Education and Entrepreneurial Intentions: the Role of Theory of Planned Behaviour

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Abstract

University education is no longer a passport to secure employment for graduates. This requires young graduates to consider entrepreneurship and self-employment as a viable career option. While the number of entrepreneurship education programmes is growing, their impact is under-researched and studies paint an ambiguous picture of the impact of entrepreneurship education. Understanding the determinants of entrepreneurial intention, therefore, becomes important. Drawing on the theory of planned behaviour, this study investigates the impact of entrepreneurship education on the entrepreneurial intention of students in higher education in Nigeria. The descriptive survey design was adopted for the study. The sample for this study comprises of final year Business Administration and Marketing students from selected private Universities. The data collected was analysed using correlation analysis. The results show that participants (students) of entrepreneurship education programs are more likely to have higher intention to form their own businesses compared to non-participants. Furthermore, attitude toward entrepreneurship, subjective norm, and perceived behavioural control mediate the relationship between Entrepreneurship Education and Entrepreneurial intentions. The findings of this report contribute both to the Theory of Planned Behaviour and to the field of entrepreneurship education. On the whole, the findings derived suggest that, in order to promote graduate entrepreneurship, multifaceted and concerted efforts will be required from policy makers (to help shape institutions), practitioners (to devise and implement collaborative support mechanisms), educators (to design and deliver appropriate Entrepreneurship Education content and pedagogy) and scholars (to evaluate and develop knowledge)

Keywords: *Entrepreneurship Education, Entrepreneurial Intentions, University, Perceived Behavioural, Attitude, Subjective norm.*

Background to the Study

The past two decades have witnessed significant growth in entrepreneurship education in most industrialized countries (Matlay & Carey, 2006). Entrepreneurship plays an important role in economic development by incubating technological innovations, increasing economic efficiency, and creating new jobs (Shane and Venkataraman 2000). In the same vein, the revival of entrepreneurship in the country has contributed to job creation, flexibility and competitiveness, innovativeness and job satisfaction (EIM, 2011). Therefore, tremendous research has been devoted to entrepreneurship in recent decades. One of the most widely studied questions is: what makes an entrepreneur? Specifically, what are the basic factors that lead an individual to be willing to become an entrepreneur? i.e. that determine his or her Entrepreneurial intention. In developing countries, entrepreneurship is considered vital for enhancing employment opportunities. Such impact of entrepreneurship is also evident from territories which reported declines in the unemployment levels because they have the higher level of increase in entrepreneurial initiative indexes (Audretsch, 2002). In spite of such global recognition, entrepreneurship remains limited in Nigeria. This happens due to limited attention of policy maker and government toward entrepreneurship in the past, and lower level of growth in key indicators for starting new business of limited economy to absorb shocks (Haque, 2007). Such attitude towards entrepreneurship in the past has affected the entrepreneurial attitude and intentions of people which is just 23% as per Global Entrepreneurship Monitor (GEM) report (Sarfraz & Qureshi, 2011).

The government despite its numerous efforts failed to provide the necessary impetus for private sector to create the required vacancies. Recently, the federal government gave a directory that tertiary institutions in the Nigeria must establish centre for entrepreneurship study and entrepreneurship should be taught across all institutions of higher learning in Nigeria. The strategic intention of the government is to train students on how to become entrepreneurs right from their schools so that upon graduation they can start up their own venture rather than looking for a white-collar job. Having government with this goal and now that entrepreneurship courses have been mounted in the institutions and taught, it is important to understand the direction of the students on their future entrepreneurial intention and decision.

Bird (1988) defines intentionality as a state of mind directing personal attention, experience, and action towards a specific goal. This can be an intentional behaviour (Bird 1988) or a predictor of planned entrepreneurial behaviour (Krueger 1993). More also in particular, Entrepreneurship Intention can be defined as the commitment to start a new business (Krueger 1993) and in most career choice models it is considered the antecedent of entrepreneurial behaviour. Entrepreneurship Intention is in its turn determined by attitudes, and attitudes are affected by “exogenous influences” such as traits and situational variables (Ajzen 1991; Krueger et al. 2000).

Although entrepreneurship education is recognized to be important (Donckels 1991; crant 1996; robinson and Sexton 1994; Gorman et al 1997; Zhao et al 2005), there have been relatively few empirical studies of its impact, distinct from that of general education, on perception of entrepreneurship and Entrepreneurial Intention (Krueger and Brazeal 1994; Peterman and Kennedy 2003). As mention by Byabashaija and Katono 2011) “The effect of general education have been explored but only a few studies have looked at entrepreneurship education, particularly at university and tertiary institution level”. In other words, the effect of entrepreneurship education on entrepreneurship intention is limited and still undergoing empirical testing (Byabashaija and Katono 2011). To address this limitation in current research,

Objective of the Study

The purpose of this paper is to develop an understanding of how entrepreneurship education influences entrepreneurial intention with the role of planned behaviour.

Literature Review

Entrepreneurship as Intentionally planned Behaviour

This section discusses the why entrepreneurial intention should be studied? Then, arguments are developed for selecting the intention model that better applies to the study of entrepreneurial intentions. Past researchers have used various methodologies in order to investigate the decision of an individual to found a company. Previously, many researchers focused on personality traits that would influence this decision. However, an obstacle to the trait approach was the research focus on situations after the entrepreneurial event. Researchers hypothesized that an entrepreneur's traits, attitude and beliefs do not change because of the entrepreneurial experience itself (Gartner, 1988; Autio et al., 2001). Later, studies focused on demographic variables including characteristics such as age, gender, and level of studies. Both lines of research (trait and demographic) showed significant relationships between traits or demographic characteristics and the decision to become a founder (Linan, 2004). Nevertheless, these lines of research have been criticized for the methodological and conceptual problems and their low explanatory capacity. Consequently, researchers focused on the pre-decision stage of entrepreneurship, developing more intergrade explanatory models (Bird, 1993; Shapero & Sokol, 1982; Ajzen, 1988, 1991).

Researchers have underlined the importance of the pre-decision stage regarding the decision to start a new firm. Firm creation is considered as a planned and thus an intentional behavior (Katz & Gartner 1988; Bird, 1989; Bagozzi et al., 1989; Krueger & Carsrud, 1993; Tkachev & Kolvereid, 1999; Krueger et al., 2000). According to Bagozzi et al. (1989), intentions are an unbiased predictor of action even where time lags exist. By exploring the characteristics of emerging organizations, Katz & Gartner (1988) suggest that intentionality is one of the four properties of emerging firms. A more recent study by Krueger et al. (2010) points out that there are indications of a long term interest to start a business before the actual entrepreneurial behaviour.

In this respect, by understanding the intention towards planned behaviour, we can better predict behaviour. In psychology literature, intention is proved to be the best predictor of planned behaviour, especially when the latter is unusual, difficult to distinguish, or involves unpredictable time lags. Entrepreneurship is a classic example of such planned, intentional behaviour (Bird, 1988; Katz & Gartner, 1988; Krueger & Brazeal, 1994).

Therefore, intention seems to better predict behaviour than attitudes, beliefs or other psychological variables. Thus, attitudes and beliefs predict intentions, which in turn predict behaviour (Ajzen & Fishbein, 1980). Consequently, intentions are used as a mediator or catalyst for action. Hence, the fault of identifying as determinants of entrepreneurial behaviour, those that actually are the consequence of running an own business is averted. For instance, it can be argued if an internal locus-of-control leads to the decision of founding their own business, or if the nature of the actual situation of self-employed is such that they feel more powerful and ready to control their destiny (Davidsson, 1995)

Intention Models

Understanding entrepreneurial intention requires the application of a coherent and robust theoretical framework that sufficiently reflects new business intentionality. In the literature, many intention models have been developed. However, Shook et al. suggest that 'Future work on entrepreneurial intentions should attempt to integrate and reduce the number of alternative intention models' (Shook et al., 2003). Researchers have proposed various intention models. Among them, Bird's (1988) model which was further developed by Boyd & Vozikis (1994), the Shapero model (Shapero & Sokol, 1982) tested by Krueger (1993), Ajzen's model (1988, 1991) and Davidson's (1995) model, which was developed and tested by Autio et al. (1997).

However, two dominant intention models identified in the literature (Shook et al., 2003, Fayolle et al., 2006 and Gelderen et al., 2008) had been increasingly used since 1990's (Autio et al., 2001). The first is Ajzen's theory of planned behaviour (TPB), which defines intention on the basis of attitude towards that behaviour, subjective norm, and perceived behavioural control. The second is Shapero's model of the entrepreneurial event. The latter model derives entrepreneurial intention from perceived desirability, perceived feasibility and the propensity to act upon opportunities. Krueger et al. (2000) support that both models are mutually compatible. Two constructs of Shapero model, perceived desirability and perceived feasibility, are similar to the theory of planned behaviour's attitude toward behaviour and perceived behavioural control (Autio et al., 2001). The major difference between the two models is that Ajzen uses subjective norm instead of Shapero's propensity to act. Both models have been tested and applied, receiving empirical support. By comparing the two models, Krueger et al. (2000) concludes that both models provide a valuable tool for understanding the process of entrepreneurial

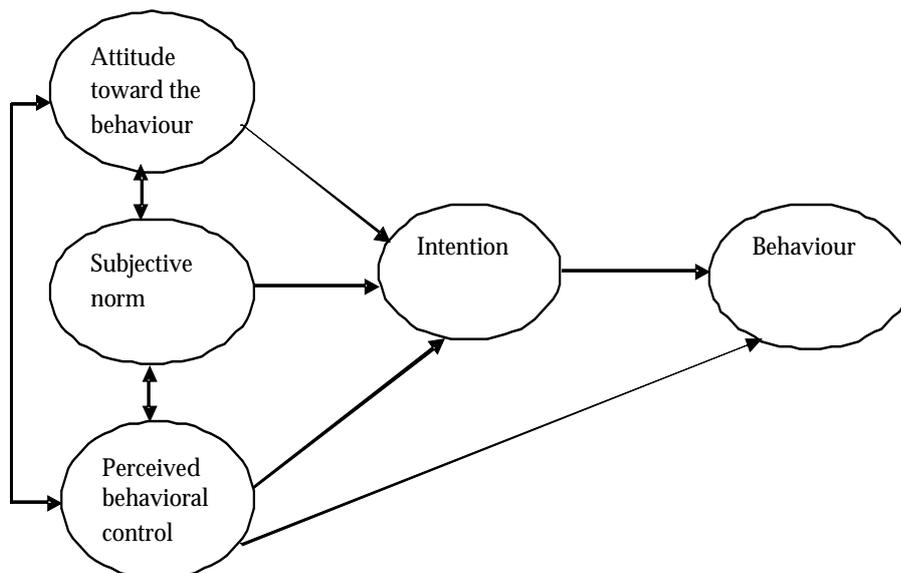
emergence. It is highlighted that Shapero's model focuses primarily on new firm creation rather than the adoption of the entrepreneurial behaviour in general. This model can also be assigned as an application of Ajzen's model (Fayolle et al., 2006). According to Gelderen et al. (2008), the theoretical specification of TPB compared to that of Shapero, is more detailed and consistent.

In this paper, the theory of planned behaviour is applied, so as to test how participation in entrepreneurship education program could influence the antecedents of intention. TPB has been repeatedly applied and tested, providing a valid research framework. Likewise, it can be applied to almost all voluntary behaviours and gives satisfied results in diverse fields, including the choice of professional career (Ajzen, 2001; Kolvereid, 1996).

Theory of Planned Behaviour (TPB)

In the previous section, entrepreneurial intention and intention models were discussed. This section of the report analyses the theory of planned behaviour, its application to the field of entrepreneurship and empirical evidence of its application. The theory of planned behaviour (TPB) (Ajzen, 1988, 1991) has emerged as one of the most dominant and popular conceptual frameworks for the study of human action (Ajzen, 2001) and in particular the individual's intentions to engage in various activities. TPB belongs to the large family of intention models and has repeatedly been applied in the field of entrepreneurship, providing validated research results (Krueger et al., 2000; Fayolle et al., 2006). The central construct of the TPB is the individual's intention to perform a given behaviour (Ajzen, 1991). Accordingly, intention is best predicted by attitude towards the behaviour, subjective norms and perceived behavioural control. Therefore, exogenous factors (such as traits, demographics, skills and social, cultural and financial support) indirectly influence intention and behaviour.

The Theory of Planned Behaviour Postulates the following three Predictors of Intention:



Attitude toward the Behaviour

Attitude is viewed as one's perception, positive or negative, towards the adoption and usefulness of a specific information (Tan & Teo, 2000) and can also be a responds to the degree to which a person has a favourable or unfavourable evaluation or appraisal of the behaviour in question.

Subjective Norm

A social factor that refers to the perceived social pressure to perform or not to perform the behaviour. Krueger et al. (2000) suggest that the most important social influences such as parents, significant persons, and friends including role model or mentor must be empirically identified.

Perceived Behavioural Control

Refers to the perceived ease or difficulty of performing the behaviour and is assumed to reflect past experience as well as anticipated impediments and obstacles. According to Ajzen (1991), the more favourable the attitude and subjective norm and the greater the perceived behavioural control is, the stronger should be the intention of an individual to perform the behaviour under consideration (Ajzen, 1991). However, it might be found that the significance of attitude, subjective norm, and perceived behavioural control vary, depending on the different behaviours. Hence, it may be revealed that only the attitude has a significant impact on entrepreneurial intention or that attitude and perceived behavioural control are significant or still all three predictors are sufficient to account for entrepreneurial intentions.

The TPB is actually an extension of the theory of reasoned action (Fishbein & Ajzen, 1975; Ajzen & Fishbein, 1980). It differs from the latter in its addition of perceived behavioural control (PBC). Perceived behavioural control plays a pivotal part in the theory of planned behaviour; along with the intention towards the behaviour, it can be used directly to predict behavioural achievement. While subjective norm and attitude toward the behaviour influence the intention, the role of PBC is expected to be more decisive for action (Autio et al., 2001). However, to the extent that PBC is realistic, it can be used to predict the possibility of a successful behavioural attempt (Ajzen, 1985).

Ajzen (2002) denotes five studies that were explicitly designed to investigate the factorial structure of perceived behavioural control, in the context of the theory of planned behaviour, provided consequent support for a distinction between self-efficacy and controllability. Therefore, the empirical research provides significant evidence of the distinction between measures of self-efficacy (ease or difficulty of performing a behaviour) and measures of controllability (belief of having a control over the behaviour or about the extent to which performing the behaviour is up to the actor) (Ajzen, 2002). The five studies used questions that concerned controllability or self-efficacy alone, as well as a mixture of self-efficacy and controllability items. It is noted that perceived self-efficacy improves prediction of intentions and only in two cases the prediction of

behaviours. On the contrary, perceived controllability has no significant effects on intentions and only in one case significantly improves the prediction of behaviour. The combination of perceived self-efficacy and perceived controllability appears to improve the prediction of intentions. However, regarding the purpose of the research, researchers can either treat perceived behavioural control as a unitary factor, or make distinction between self-efficacy and controllability by entering discrete indices into the prediction equation (Ajzen, 2002).

The Theory of planned Behavior (TPB) and its Application to the field of Entrepreneurship

In considering entrepreneurship, the intention to perform a given behaviour is the intention towards entrepreneurship (entrepreneurial intention). Furthermore, the three predictors of intentions are defined as follows:

Attitude towards Entrepreneurship

Is the degree to which the respondent has a favourable or unfavourable evaluation of being an entrepreneur. Hence, high attitude towards entrepreneurship indicates that the respondent is more in favour of entrepreneurship than other occupational options.

'Subjective Norm

Refers to perceptions of what important people in respondents' life's think about their decision to become an entrepreneur. Finally.

Perceived Behavioural Control

Indicates the perceived ability to become an entrepreneur (Kolvereid, 1996a) and more specifically, it refers to the perceived ease or difficulty of becoming an entrepreneur and the confidence in their ability to succeed.

Empirical Evidence of Application of Theory of Planned Behaviour

The TPB has been successfully applied to predict a broad range of types of behaviours such as voting decisions, problem drinking and losing weight (Ajzen, 1991). Meta-analyses (Kim & Hunter 1993) empirically show that intentions successfully predict behaviour, and attitudes successfully predict intentions (Kolvereid, 1996a; Krueger et al., 2000). In particular, it appears that attitudes explain over 50% of the variance in intentions, while intentions explain approximately 30% of the variance in behaviour. Explaining 30% of variance in behaviour compares favourably with trait measures, which explain around 10% of the variance of behaviour (Ajzen, 1987; Kim & Hunter, 1993; Krueger et al., 2000; Autio et al., 2001). In the case of entrepreneurship, while a growing numbers of researchers have used the TPB in order to predict individual's intention to involve in entrepreneurial activities (Krueger & Carsrud 1993; Kolvereid, 1996a; Krueger et al., 2000; Souitaris et al. 2007; Davidsson, 1995; Kolvereid, 1997), this research is still in its inception stage (Autio et al., 2001).

Kolvereid (1997), drawing on the TPB, investigates the choice between becoming an entrepreneur and becoming an employee in a sample of 143 Norwegians. He found that attitude towards entrepreneurship; subjective norm and perceived behavioural control appeared as more significant influences on self-employment intentions compared to self-employment experience, gender, or family background. Krueger et al. (2000) fail to find a link between subjective norm and intention towards self-employment and suggest for more research. Souitaris et al. 2007 confirm the link between attitudes, subjective norm, perceived behavioural control and entrepreneurial intention.

Krueger & Carsrud (1993) applied the theory of planned behaviour to the study of entrepreneurial intention. Based on their study, other researchers deployed models designed to understand the development of entrepreneurial intention between students (Kolvereid, 1996; Autio et al., 1997; Tkachev & Kolvereid, 1999). Tkachev & Kolvereid (1999), testing a sample of 512 Russian students from three different universities in St. Petersburg, show that attitude, subjective norm and perceived behavioural control can better explain and predict employment status choice intentions than tracking or demographics. By examining factors influencing entrepreneurial intention among university students and using international comparisons (Finland, Sweden, UK), Autio et al. (2001) amplifies a robustness of an application of TPB model. Their empirical analysis shows a weak influence of subjective norm on entrepreneurial intention with perceived behavioural control emerging as the most important predictor of entrepreneurial intention.

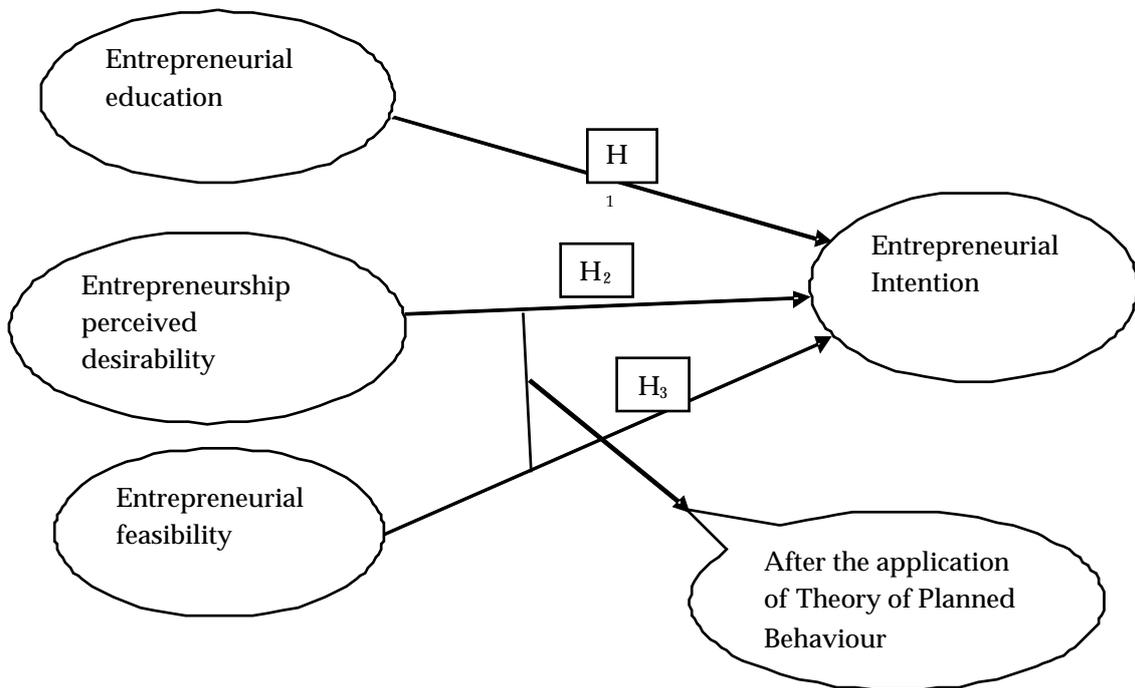
Entrepreneurial Characteristics

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.

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 program 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, exposure to technology, invention, creative thinking and innovation (McMullan and Long, 1987; Vesper and McMullen, 1998); opportunity identification, tolerance for ability, ability to tackle challenges at different entrepreneurial stages, ability to write and communicate business plan, venture capital, idea generation and protection, personality traits, new venture development, ability to diagnosis business performance, networking and mentorship, computer and simulation skills, case studies, environmental analysis, 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).



Researchers Model

Research Hypothesis

1. There is no relationship between entrepreneurial education and entrepreneurial intention.
2. There is no relationship between entrepreneurship perceived desirability and entrepreneurial intention.
3. There is no relationship between entrepreneurial feasibility and entrepreneurial intention.

Methodology

This study deals with the assessment of the impact of entrepreneurship education on the entrepreneurial intention of students in higher education in Nigeria. This research work concerned final year business Administration and Marketing students from selected private Universities - Babcock University, Ilisan Remo and Covenant University, Ota, Ogun State, Nigeria. Survey research design was used in this study. The survey design method is broken down into two main types according to their time span namely: the cross sectional survey and longitudinal survey design, however, due to the scope and context of this study, the cross sectional survey method was adopted by the researchers to collect data from the selected sample of respondents on time in order to describe the characteristics of the larger population. A self-designed questionnaire was used to collect data from the respondents. This study made use of both primary and secondary sources of data. Specifically data for this study was obtained through the administration of survey questionnaire using a 5-point likert scale questionnaire range from 1 as “strongly

disagreed” to 5 “strongly agreed” which was administered to the final year students of Babcock University Ilishan Remo and Covenant University, Ota, Ogun State, Nigeria. The students were drawn from Business Administration and Marketing departments.

The scales of measurements are made up of 25 items. The reliability of the instrument on assessment of the impact of entrepreneurship education on the entrepreneurial intention of students in higher education in Nigeria was determined using Cronbach Alpha. The questionnaire was divided into A, B, C and D sections. Section A comprising demographic data, section B deals with entrepreneurship education, section C deals with entrepreneurial desirability, section D deals with entrepreneurship feasibility and section E focuses on the entrepreneurial intention. The validity of the instrument was verified by three lecturers in the field of Business Administration in the Babcock Business School, Ilishan; their critical and professional review of the questionnaire ensured not only the proper wording of the items of the instrument but also modified it to be consistent with the objectives of the study. The well structured administered questionnaires were hand delivered to the students. Both descriptive and inferential statistical techniques were used to analyze the data obtained and test the hypotheses formulated through the help of software programme such as Statistical Package for Social Scientists (SPSS Version 21.0). The hypotheses were tested at 0.05 alpha level.

Data Presentation, Analyses and Discussion

Out of the total 200 questionnaires distributed to the respondents for both Universities (Babcock University Ilishan Remo and Covenant University, Ota), 168 (90 from Babcock University Ilishan Remo and 78 from Covenant University, Ota) were returned as fully and correctly filled, thus, representing a response rate of 84.0%

Table 2.0 shows the reliability score for the measurement scale. According to Nunnally and Bernstein (1994), all research variables was exceeded the acceptable standard of reliability analysis of 0.70. By referring to the Cronbach's Alpha, it showed that the internal consistency for the respective variable in Table 2. The acceptable range should be at least 0.70, with high coefficient the better (Coakes et al., 2009).

Table 1: The Results of Reliability Analysis for Measurement Scale

Variables	Total number of item	Cronbach's Alpha
Entrepreneurship Education	11	0.923
Entrepreneurial Desirability	5	0.894
Entrepreneurship Feasibility	6	0.885
Entrepreneurial intention	3	0.887

Test of the Hypotheses

The results on the following tables revealed the test of the hypotheses generated for this study. They also present the analyzed data from the SPSS software. Pearson Correlation analysis method was utilized to test the relationships between the paired variables of the hypotheses at 0.05 significance level. The rule for deciding which hypothesis to accept

after the tests is as follow: Accept the null hypothesis if the calculated Pearson Correlation coefficient (r) was zero (0) and the derived p-value was greater than (>) the level of significance (0.05; 2-tailed test) and vice versa. The implications were made after each of the four null hypotheses had been tested.

Test of the First Hypothesis: There is no relationship between entrepreneurial education and entrepreneurial intention.

Table 2: Correlation Test of the First Hypothesis

Variable	Statistics	Entrepreneurship Education	Entrepreneurial Intention
Entrepreneurship Education	Pearson correlation	1	0.934(**)
	Sig. (2-tailed)		0.000
	N		168
Entrepreneurial Intention	Pearson correlation	0.934(**)	1
	Sig. (2-tailed)	0.000	
	N	168	

Correlation is significant at the 0.05 level (2-tailed)

Above table 2 shows the analysis on the relationship between entrepreneurial education and entrepreneurial intention of students in higher education in Nigeria. From Table 2, the calculated Pearson Correlation coefficient $r = 0.934$ while $p\text{-value} = 0.000$. The value of $r = 0.934$ at $p = 0.05$ implied that the association was positive, strong and significant. Following the stated rule, the null hypothesis was rejected. Thus, there was positive and significant relationship between the entrepreneurial education and entrepreneurial intention of students in higher education in Nigeria.

Test of the Second Hypothesis: There is no relationship between entrepreneurship perceived desirability and entrepreneurial intention.

Table 3: Correlation Test of the Second Hypothesis

Variable	Statistics	Entrepreneurship Perceived Desirability	Entrepreneurial Intention
Entrepreneurship Perceived Desirability	Pearson correlation	1	0.603(**)
	Sig. (2-tailed)		0.003
	N		168
Entrepreneurial Intention	Pearson correlation	0.603(**)	1
	Sig. (2-tailed)	0.003	
	N	168	

Correlation is significant at the 0.05 level (2-tailed)

According to data on Table 3, the calculated Pearson Correlation coefficient $r = 0.603$, while $p = 0.003$. The value of $r = 0.603$ at $p = 0.003$ was an indication of positive and significant association between entrepreneurship perceived desirability and entrepreneurial intention of students in higher education in Nigeria. According to the stated rules, therefore, the assumed alternate hypothesis was accepted. Thus, there is no relationship between entrepreneurship perceived desirability and entrepreneurial intention. It indicates that entrepreneurship perceived desirability promotes entrepreneurial intention among the undergraduate students.

Test of the Third Hypothesis: There is no Relationship between Entrepreneurial feasibility and Entrepreneurial Intention.

Table 4: Correlation Test of the Third Hypothesis

Variable	Statistics	Entrepreneurial Feasibility	Entrepreneurial Intention
Entrepreneurial Feasibility	Pearson correlation	1	0.711(**)
	Sig. (2-tailed)		0.000
	N		168
Entrepreneurial Intention	Pearson correlation	0.711(**)	1
	Sig. (2-tailed)	0.000	
	N	168	

Correlation is significant at the 0.05 level (2-tailed)

Data on Table 4 revealed that the calculated Pearson Correlation coefficient $r = 0.711$, while $p = 0.000$. The value of $r = 0.711$ at $p = 0.000$ is an indication of a positive, strong and significant association between entrepreneurial feasibility and entrepreneurial intention of students in higher education in Nigeria. According to the stated rules, therefore, the alternate hypothesis was rejected. It suggests that there is a relationship between entrepreneurial feasibility and entrepreneurial intention.

Conclusion and Recommendations

Based on the findings of this research, it was concluded that entrepreneurship education had positive impact on entrepreneurial intention of students in higher education in Nigeria. The findings showed that entrepreneurial feasibility and perceived desirability have significant effects on entrepreneurial intention amongst students in higher education in Nigeria. Furthermore, the results revealed that entrepreneurial intention (EI) is primarily a function of perceived feasibility and desirability of entrepreneurship. This result is consistent with prior research that desirability and feasibility are the immediate antecedents of EI (Fitzsimmons and Douglas, 2011; Krueger JR et al., 2000; Liñán and Chen, 2009; Liñán et al., 2011). Thus business degree students are expected to have higher perceptions of desirability and feasibility (Martinez et al., 2010; BarNir et al., 2011). In addition, study discovered that individual and institutional factors influence perceived feasibility and desirability of entrepreneurship directly and indirectly via

entrepreneurship education (EE). This is in lines with Ajzen's (1991) theory of planned behaviour concept of subjective norms i.e. whether parents, relatives, friends and colleagues' approval or disapproval of a particular behaviour impacts the adoption of that behaviour. Thus, in order to promote graduate entrepreneurship, multifaceted and concerted efforts will be required from policy makers in Nigeria (to help shape institutions), practitioners (to devise and implement collaborative support mechanisms), educators (to design and deliver appropriate EE content and pedagogy) and scholars (to evaluate and develop knowledge). Also, there are needs for proper awareness about entrepreneurship and entrepreneurship support. This is necessary to enable potential and nascent entrepreneurs inside and outside learning institutions to thoroughly understand the available institutional support and how to access it. For effectiveness, collaborative mechanisms may be required to coordinate efforts of stakeholders such as banks, role model entrepreneurs, educators, local authorities and enterprise support practitioners to deliver training, mentoring and coaching through workshops, incubators/science parks and EE channels for potential and nascent entrepreneurs inside and outside universities in Nigeria.

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