

**FACTORS INFLUENCING SELF-EMPLOYMENT  
INTENTION AMONG NIGERIAN POST-GRADUATE  
STUDENTS OF UNIVERSITI UTARA MALAYSIA (UUM)**

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UNIVERSITI UTARA MALAYSIA (UUM)**

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**Thesis submitted to**

**Othman Yeop Abdullah Graduate School of Business**

**University Utara Malaysia**

**In Partial Fulfillment of the Requirement for the Master of Science  
(Management)**

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## ABSTRAK

Laporan menunjukkan bahawa lebih dari 60 % belia di bawah 30 tahun berminat untuk memiliki perniagaan mereka sendiri. Walau bagaimanapun, hanya sebilangan kecil pelajar memulakan perniagaan selepas menamatkan pengajian disebabkan oleh hakikat bahawa menjadi seorang usahawan tidak dianggap sebagai kerjaya pilihan. Kajian ini bertujuan untuk melihat hubungan di antara pendidikan keusahawanan, pengalaman keusahawanan dan sikap keusahawanan sosial sebagai faktor yang mempengaruhi niat bekerja sendiri. Kajian ini dijalankan berdasarkan Teori Kelakuan Terancang (Theory of Planned Behavior, TPB), Teori Sosial Kognitif (Social Cognitive Theory, SCT) dan Teori Kerjaya Kognitif Sosial (Social Cognitive Career Theory, SCCT). Kaedah tinjauan kelolaan sendiri telah digunakan untuk mengedarkan soal selidik bagi mengumpul data primer melalui teknik persampelan rawak mudah daripada 113 pelajar pasca siswazah Nigeria di Universiti Utara Malaysia (UUM) yang berstatus aktif. Data yang dikumpul kemudian dianalisis secara statistik. Hasil kajian ini mendapati bahawa pendidikan keusahawanan, pengalaman keusahawanan dan sikap keusahawanan sosial berhubung positif dengan hasrat pelajar pasca siswazah Nigeria di UUM ke arah bekerja sendiri. Kajian ini memberi sumbangan yang diperkaya dengan pengetahuan dan implikasi besar kepada teori dan amalan keusahawanan. Ia juga memberi isyarat kepada pnggubal polisi seperti pihak berkuasa pendidikan dan kerajaan untuk melihat ke dalam pengaruh pendidikan keusahawanan, pengalaman keusahawanan lampau dan juga sikap keusahawanan sosial sebagai faktor-faktor yang mempengaruhi niat pelajar untuk bekerja sendiri.

Katakunci: Pendidikan keusahawanan, pengalaman keusahawanan, sikap keusahawanan social, niat bekerja sendiri.

## **ABSTRACT**

Report shows that more than 60% of young individuals below 30 years of age are interested in owning their own business. However, only a small number of students start a business immediately after graduation due to the fact that being an entrepreneur is not considered as a career option. This study seeks to examine the relationship between entrepreneurship education, entrepreneurial experience and societal entrepreneurship attitude as factors influencing self-employment intention. The study was theoretically based on the Theory of Planned Behavior (TPB), Social Cognitive Theory (SCT) and Social Cognitive Career Theory (SCCT). Self-administered survey method was used to distribute questionnaire for collecting primary data through a simple random sampling technique from 113 Nigerian postgraduate students of Universiti Utara Malaysia (UUM) who are active in status. The collected data were then analyzed. The findings of this study found that entrepreneurship education, entrepreneurial experience and societal entrepreneurship attitude are positively related to UUM's Nigerian postgraduate student's intention towards self-employment. The study provides an enriched contribution to knowledge and significant implication to the theory and practices of entrepreneurship. It also signaled to policy makers such as education authority as well as government to look into the effect of entrepreneurship education, prior entrepreneurship experience as well as societal entrepreneurship attitude as influencing factors on students' intention of becoming self-employed.

**Keywords:** Entrepreneurship education, entrepreneurial experience, societal entrepreneurship attitude, self-employment intention.

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## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

Entrepreneurship is a global phenomenon affected by the emergence of new small and innovative start-up businesses, which is positively resulting in economic growth across the world. Due to these new small businesses positive contributions to the economy, it plays a significant role in creating new jobs, influencing governments to recognize and support entrepreneurial start-up activity. In the early days, entrepreneurship was traditionally viewed and supported by the economist as a mechanism that is responsible for economic expansion (Cole, 1965; Weber, 1930) due to its profit oriented association, as well as the formation of new markets and capital investment (Cantillon, 1755; Schumpeter, 1934).

According to the Global Entrepreneurship Monitor (GEM, 2000) report, society's key social and cultural norms are the general attitude of the public towards entrepreneurship as well as the understanding and support of its importance in that society. For instance, in a study that was conducted in several European countries, it was found that society's negative stance concerning change, innovation and creativity drastically reduced the number of people involved in forming or starting a new business.

Entrepreneurship from an academic point of view is still generally considered a new area even though its origin can be dated back to the seventeenth century, when an economist, Richard Cantillon gave the term, '*entrepreneur*' (Cantillon, 1755). Numerous

studies have been carried out on individual entrepreneurs utilizing a range of different methodologies, but still, to conclusively arrive at one definition or psychological profile of the entrepreneur to exist has seemingly been an inconceivable task (Brockhaus, 1982; Low & MacMillan, 1988). Researches on psychological approaches to entrepreneurship has now shifted far from personality traits examination alone, to focus more on the investigation of individual behaviour, cognition and motivation (Shaver & Scott, 1992).

Research approaches into entrepreneur cognitions and motivation seeks to understand and know more of entrepreneurial behavior antecedent rather than personal characteristics/profiles of entrepreneurs. However, approaches towards understanding the entrepreneurial process have been adopted by numerous authors through studies considering individuals' entrepreneurial intention (Peterman & Kennedy, 2003; Shapero, 1982; Zhao, Hills, & Seibert, 2005). A moderate predictor of future entrepreneurial behaviour is claimed to be individuals' entrepreneurial intention (Ajzen, 1991; Kim & Hunter, 1993).

Krueger, Reilly and Carsrud (2000), utilizing students in the United States of America as their sample found that in predicting entrepreneurial behaviour, intentions models offered strong statistical support. Understanding intended entrepreneurial behaviour increases through better understanding of entrepreneurial intention antecedents. Accordingly, the reasons why several entrepreneurs choose to embark on a business even before searching for an opportunity is being explained by entrepreneurial intentions (Krueger et al., 2000). It is known that before the formation and development of a new business, an individual needs to make decisions and conscious choices.

Naturally, it is an intentionally deliberate behaviour. Therefore, it is logical to see that intention could offer valuable insight into the kinds of people that would be attracted to become entrepreneurs.

The entrepreneurial initiative emergence in Nigeria can be ascribed to poor implementation of socio-economic policies as well as the political instability of consecutive government, which resulted to the problem of high rate of unemployment in the country. Precisely, the Nigerian economy collapsed in the mid-80s, and as a result, youth and graduate unemployment took an unprecedented dimension. There was early retirements and massive downsizing of workers as a result of surplus in the world's crude oil market and the poorly implemented Structural Adjustment Programmes (SAP).

In an effort to save the economy from total collapse, and to combat unemployment and poverty, the Nigerian Government with the technical assistance of international institutions and organizations like United Nations and its sub-organs as well as International labor Organization implemented some entrepreneurship development programmes. The failure of these short-term entrepreneurial programmes led to the consideration of introducing entrepreneurship education into the Nigerian educational system. Entrepreneurship courses are now offered in Nigerian Universities and colleges in most programmes of Business studies, both at the undergraduate as well as master levels where the students undergo entrepreneurship courses or related subjects.

However, little research has been investigated on the exact impacts and general effectiveness of entrepreneurial education. The question that is still relatively not investigated is whether entrepreneurship education can influence entrepreneurial intention (Peterman & Kennedy, 2003), and be understood clearly (Von Graevenitz, Harhoff & Weber, 2010). After reviewing entrepreneurship education literature of ten years, Gorman, Hanlon and King (1997) emphasized that the effects of the entrepreneurship education on entrepreneurial intentions and attitudes still needs further investigation. The next section presents the problem statement of this study.

## **1.2 Problem Statement**

An individual decision to become an entrepreneur is at the heart of entrepreneurship. The opportunity to become an entrepreneur are unique times in one's career life cycle as stated by Harvey and Evans (1995) which is most favorable, considering the college experience as one of the first strategic windows. Typically contemplating career options by Tertiary students leads-up to and after graduation. After a decade of reviewing the literatures in entrepreneurship education, Gorman, Hanlon and King (1997) confirmed that entrepreneurial attributes can be influenced through entrepreneurship education as suggested by preliminary evidence and however stated that future research with a stronger empirical focus is required in this area.

In the United States of America, evidence shows that more than 60 % between 18 to 29 year-old reported that they want to own their own businesses (Kuratko, 2005) and one-third of new entrepreneurs are individuals younger than the age of 30. Despite the encouraging number of individuals interested in becoming entrepreneurs, Hisrich



and Peters (2002) stated that very few students immediately after graduation would start a business due to the fact that many students do not consider entrepreneurship as a career option. This is a problem given the importance of new business start-ups to the society and economy and as a result, this issue becomes a research area requiring further investigation.

It is imperative to know more about the university students' career intentions so as to have a better understanding of the problem and also understand the impact of their individual environments. As a result of the above issues, this study seeks to investigate the relationship of entrepreneurship education, entrepreneurial experience and societal entrepreneurship attitude as factors influencing self-employment intentions among Nigerian post-graduate students of Universiti Utara Malaysia (UUM). The individual objectives of this study are presented in the following section.

### **1.3 Research Objectives**

This research aims at achieving the following set of objectives:

1. To examine the relationship between entrepreneurship education on students' self-employment intention among UUM's Nigerian post-graduate students.
2. To examine the relationship between entrepreneurial experiences on self-employment intention among UUM's Nigerian post-graduate students.
3. To examine the relationship between societal entrepreneurship attitude on UUM's Nigerian post-graduate students' self-employment intention.

#### **1.4 Research Questions**

In relation to the explanation of the research objectives mentioned earlier, the relevant research questions to address these issues are:

1. What is the relationship between entrepreneurship education and self-employment intentions among UUM's Nigerian post-graduate student?
2. What is the relationship between entrepreneurial experience and self-employment intentions among UUM's Nigerian post-graduate student?
3. What is the relationship between societal entrepreneurship attitude and self-employment intentions among UUM's Nigerian post-graduate student?

#### **1.5 Scope of the research and limitation**

This study is limited to post-graduate students covering masters and doctoral students of UUM who are active in status during the conduct of this research. The sampling in this study is drawn from three post-graduate students Colleges of UUM. The list of the Nigerian postgraduate students was drawn from the Hal Ewal Pelajar (HEA) Student Academic Affairs Department and Student Accommodation Center (SAC), UUM. The study is limited to entrepreneurship education, entrepreneurial experience, and societal entrepreneurship attitude as factors influencing post-graduate students' self-employment intention of UUM's Nigerian post-graduate.

#### **1.6 Significance of the Research**

This research is designed to contribute to the understanding of entrepreneurial intentions. It has been generally accepted that an individual's perception and attitude towards entrepreneurship results in the formation of entrepreneurial intentions (Katz,

1992; Krueger & Carsrud, 1993; Tkashev & Kolveroid, 1999). Thus, this study is significant in both theoretical and practical points of view.

From the theoretical point of view, the study aims to contribute to the theory of Planned Behaviour, Social Cognitive Theory and Social Cognitive Career Theory by empirically relating entrepreneurship education, entrepreneurial experience and societal entrepreneurship attitude with the intention towards entrepreneurship, and also contribute to the field of entrepreneurship education by assessing the entrepreneurship education programs in influencing entrepreneurial intentions of students.

From the practical perspective, the results of this study will help policy makers to determine the degree to which entrepreneurship education, entrepreneurial experience and societal entrepreneurship attitude are effective in determining self-employment intention and also the degree to which entrepreneurship education is effective while achieving its goals and qualifying the resources allocated to it.

Also, this study provides valuable feedback to Malaysian Universities, so as to offer more advanced and well-structured educational programs for students, especially concerning international students to be competitive with other universities in the South East Asian Region. In addition, this study will contribute generally to the domain of academics by increasing the empirical researches on entrepreneurship education.

## **1.7 Definition of Variables**

**Self-employment intention:** is defined as the intention of an individual to perform an entrepreneurial behavior, or the intention to be self-employed (Douglas and Shepherd, 2002).

**Entrepreneurial experience:** seen as prior knowledge and is defined by Venkataraman (1977) as distinct information ability of an individual about a specific subject matter, and could be as a result of education or previously attained work experience (Souitaris, 2007).

**Entrepreneurship education:** is the development of knowledge and skills either “about” or “for the purpose of” entrepreneurship generally, as part of recognized education programs at primary, post-primary or tertiary-level educational institutions (Global Entrepreneurship Monitor, 2010).

**Societal entrepreneurship attitude:** in this study means the socio-cultural environment in its entirety. It refers to the values, which the people of a nation share in general regarding their attitudes, beliefs and norms.

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## **1.8 Organization of the Research**

**Chapter One** of this study presents the background of the study, followed by the problem statement, research objectives and questions, scope and significance in the study and the organization of the research.

**Chapter Two** presents the review of the previous literature that relates to the concept of the research. Previous literatures on entrepreneurship education, entrepreneurial experience, societal entrepreneurship attitude and entrepreneurial intention were

reviewed and the relationships among these variables were also stated in Chapter two. Furthermore, the underpinning theories that explain the foundation of the hypotheses and framework development of this research were also presented.

**Chapter Three** describes the methodological approach employed in this study. Specifically, it explains the research design, population and sampling of the study and methods of data collection.

**In chapter Four**, the method of data analysis employed is presented, including the findings and the results of the hypothesis testing conducted in this study.

**Chapter Five** of this study presents the discussion of the findings of the data analysis conducted in chapter four. It provides the discussion of the result of the findings. In addition, chapter five offers recommendation for future studies and the conclusion of the entire research conducted.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

In the previous chapter, the background of study, research problem, research objectives, research questions, the scope of the research, significance, definitions of the variables as well as the organization of the research were discussed. This chapter reviews the necessary literature to build a strong theoretical foundation for the research questions to be answered and presents the relationship among the study variables to enhance the development of the theoretical framework upon which the research hypotheses are developed.

#### 2.2 Concept and classification of entrepreneurship

The term entrepreneurship origin has a history that can be traced back to 1732, when an Irish-French economist, Richard Cantillon used the word to refer to individuals with "a willingness to carry out forms of arbitrage involving the financial risk of a new venture" Minniti & Lévesque (2008, p.603). "*Entreprendre*", the active form of entrepreneurship, can be taken to mean and be interpreted as "*to undertake or start something*". Scholars, researchers and economists like Schumpeter (1934); Knight (1921); Kirzner (1973) are among several and the most prominent contributors to our today's understanding of entrepreneurial behaviour (Minniti & Levesque, 2008).

Woolf, (1980, p. 378) says in a universal term, an entrepreneur is defined as "*one who organizes, manages, and assumes the risks of a business or enterprise*". While this definition may seem plausible, some researchers like Shane and Venkataraman (2000),

Bruyat and Julien, (2001), Ireland and Webb, (2007) argued that the field of entrepreneurship lacks a clear conceptual frame with no clear boundaries.

### **2.3 Self-employment Intention**

Self-employment intention also referred to as entrepreneurial intent means the intention of an individual to perform an entrepreneurial behaviour. Zhao et al. (2005) defined it as the intention to start a new business venture, the intention to own a business as stated by Crant (1996), or the intention to be self-employed, Douglas and Shepherd (2002). A number of researchers among others that includes (Shapero & Sokol, 1982; Bird, 1988 and Krueger et al., 2000) have recognized that intent plays an important role towards becoming an entrepreneur.

In examining the entrepreneurial activities and events, it was suggested by researchers that entrepreneurial opportunity existence, the entrepreneurs' ability to recognize it, and the entrepreneur's conscious decision to utilize that opportunity are among the necessary steps or requisites in the entrepreneurship development process (Shane, 2003). Hence, it was argued by Krueger et al. (2000) that the process of entrepreneurial intention appears to be an individual considerate part, and opportunity identification is based upon individual intention. Several researchers have successfully used and utilized intentions models to examine entrepreneurial intentions with respect to its antecedents Chen, Greene and Crick (1998), Douglas and Shepherd (2002), Kolvereid et al. (2006), Krueger, Reilly and Carsrud (2000), Peterman and Kennedy (2003), Zhao et al. (2005). For the purpose of this research work, entrepreneurial intention will be defined as an individual's intention to become self-employed.

## **2.4 Concept and classification of Entrepreneurship Education**

Entrepreneurship education is the development of knowledge and skills either “about” or “for the purpose of” entrepreneurship generally, as part of recognized education programs at primary, post-primary or tertiary-level of educational institutions (Global Entrepreneurship Monitor, 2010). Harvard University is where entrepreneurship course was offered for the first time on February 1947, with 188 students who were enrolled in MBA program participated in the course. Accordingly, approximately more than 50 years after, in North America, more than 120,000 students are participating in the course (Katz, 2003). Entrepreneurship discipline and professorship strong growth in recent years can be observed both in the USA and German speaking countries (Klandt, 2004).

Ogundipe, Emmanuel, Kosile, Adejoke, Olaleye, Olugbenga, Ogundipe and Olatunde (2012) using a sample of graduating students of the Department of Guidance and Counselling and Business Education Students of Lagos State University, Nigeria, suggested that both courses have an impact on the intention to entrepreneurship thereby revealing that counselling students’ intention to entrepreneurship is stronger than their business counterpart. Accordingly, Zwan, Zurrhout and Hessels (2013) in their work stated that positive relation exists between entrepreneurship learning indicators and self-employment intention, but however, found that perception towards entrepreneurship by an individual through indirect relationship is hardly present.

Akpan and Etor (2013) measured entrepreneurial education on entrepreneurial intention utilizing lecturers as their sample in a study titled “University Lecturers’



Perception of Entrepreneurship Education as an Employment Strategy for Graduate Self-employment in South-South Nigeria” and revealed that the perception of lecturers’ on the relevance of entrepreneurship education was positive towards empowerment strategy for graduating students.

Four different kinds of entrepreneurship education programme were found (Linan, 2004). "Entrepreneurial Awareness Education" which is the first, aims at entrepreneurship by increasing entrepreneurial knowledge and influencing attitudes that may impact intentions. "Education for Start-Up" as the second category focused towards people that already have a general idea and who need to solve practical questions about their intention of becoming self-employed or entrepreneurs. "Education for Entrepreneurial Dynamism", categorized as the third is geared towards people who are already entrepreneurs and who, after their start-up stage want to promote dynamic behaviours. The last category "Continuing Education for Entrepreneurs" focuses on experienced entrepreneurs, which describes life-long learning programs (Linan, 2004).

## **2.5 Entrepreneurial Experience**

Shepherd and De Tienne (2005) imply that prior knowledge is associated with the realization of a greater and a number of innovative entrepreneurial opportunities. Prior knowledge as defined by Venkataraman (1977) is the distinct information ability of an individual about a specific subject matter, and could be as a result of education or previously attained work experience (Souitaris, 2007).

Researches had shown that past business and entrepreneurial experiences influenced an individual’s decision making and business performance (Dyke, Fischer &

Reuber, 1992). Hisrich and Peters (2002), Scherer, Adams and Carley (1989), Taylor and Thorpe (2004) have identified various studies isolating the reasons why previous business experience, role models, and networks as important to individuals become entrepreneurs. Throughout the entrepreneurial process, an individual decision making as proposed by Taylor and Thorpe (2004) can be influenced by an individual's network that acts as his source of information.

However, Matlay (2006) argues that graduate career aspirations, and entrepreneurial motivation can be influenced by an individual's personal, peer, and family exposure in both a positive or negative manner and thus suggested that role model, previous exposure to family business will be an important area to investigate further with regards to an individual entrepreneurship intention or self-employment intentions. Rashid, Mat, Marof, Nasuredin, Sanita and Isa (2012) in their work to study the relationship between professional attraction, entrepreneurial capacity and experience towards entrepreneurship intention found that professional attraction and entrepreneurial capacity are positively related to experience.

Entrepreneurial expertise and experience level may be attained by an individual prior to entering tertiary education through real-world experiences and also through participating in entrepreneurship education. Matlay (2006) says an individual may also benefit from an experiential pedagogy in the absence of previous entrepreneurial expertise where they can come into contact with and learn from more experienced entrepreneurs. Entrepreneurship education intervention can be taught by serial entrepreneur and tutors who also engage in prior entrepreneurial endeavors.

Ajzen (1991) says perception is driven by key attitudes and intentions towards behaviour and as such it can be influenced. Kolvereid (1996a) argues that a person's key attitudes, perceptions and intentions to become self-employed can be improved through the available tool of entrepreneurship education. Theoretical claim supported by empirical evidence that exist which shows the benefits of entrepreneurship education are few (Souitaris, Zerbinati, & Al-laham, 2007). Peterman and Kennedy (2003) in their survey realized that high school students' exposure to an enterprise program positively impacted their entrepreneurial intention.

## **2.6 Societal Entrepreneurship Attitude**

Society is the arrangement of shared values that recognizes the member of one group from an alternate group (Hofstede, 1980; Mueller & Thomas, 2001). Along these lines, societal culture goes about as the basic referencing frame or logic by which individuals in the society view the environment, associations and their relations to each other (Geletkanycz, 1997).

Society can in different way impact economic activity. Society is known to impact attitudes towards work and utilization. Society influence the association of economic action as well as molding and shaping of institutional effectiveness, and culture likewise has an influence on social organizations and builds confidence within social gathering (Fukuyama, 2001). Of essential interest towards this study is what type or sort of influence societal culture may have on entrepreneurial activities. A relationship like this may be assumed in distinctive ways.

Basically, analyses on the relationship between society's culture and entrepreneurship or entrepreneurial activities are led by considering state of mind and attitudes towards entrepreneurship or new business formation. The cultural features influence the mind set towards entrepreneurship and this state of the mind in turn results to entrepreneurial activities. The relationship between society's culture, attitudes and entrepreneurial activities may exist at the individual level, group and regional levels (Davidsson & Wiklund 1997).

There is an immediate relationship on the individual level when, on the basis of social features, numerous individuals display a positive approach towards entrepreneurship and, because of that approach, people choose to start an entrepreneurial activity or become self-employed. In that case, there is a direct relationship between culture and entrepreneurship because it is specifically on the ground that individuals with a constructive mind set that become self-employed. This statement agrees with those of Schumpeter (1934) and Kirzner (1985), who in like manner depict a direct relationship between attitudes and entrepreneurial activity. Hence, on the societal level, there may exist a linkage between culture and entrepreneurial activity.

Etzioni (1987) contends that the qualities and standards that are principal in an individual social environment may influence his or her propensity to begin a business. In accordance with this statement, a society's culture opposed to entrepreneurship may discourage new business formation activities. For instance, this would be the situation when entrepreneurs and entrepreneurship have a bad image or picture within a society or a region and people accordingly do not consider this alternative form of employment

despite the fact an individual does not harbour any reservations towards entrepreneurs. In such a case, the relationship between culture and entrepreneurial activity is not on the individual ground or level, but moreover, on the societal, groups or regional level.

Sajjad, Imran, Haroon, Dad, and Munir (2010) in their work titled the impact of culture on entrepreneurship intention found that different cultures influence entrepreneurship intention in different ways and also impacts on intention towards perceived feasibility and perceived desirability in different ways. Accordingly, Mariano, Gorgievski, Laguna, Stephen and Zarafshani (2011) in their work based on cross-cultural approach to understanding the entrepreneurial intention proposed culture universal effect of attitude and perceived behavioural control on entrepreneurial career intentions but cultural variation in the effects of subjective norm.

However, in a study conducted in Pakistan by Ali, Yilmaz, Ali, and Afzal (2010) titled the effect of national culture on entrepreneurial intentions found that national culture adversely influence the growth of entrepreneurial intention. Nonetheless, the work of Rantanen and Toikko (2013) which is about social values, societal entrepreneurship attitude and entrepreneurial intention of young people in Finland shows that the young people in the Finnish state view entrepreneurship in the first place as a reasonable career option which is not supported by ideological assumptions or argument. However, their relationship with entrepreneurship appears to be fairly positive which has an insubstantial relationship with social values.

### **2.6.1 Nigerian Culture and Attitude towards Entrepreneurship**

There is now unavoidable need to study Nigerian society. Sociologically speaking, Nigeria does not have a 'national culture' like it is in the Western world. This is on the grounds that Nigeria is a country that has more than three hundred different tribes or ethnic gathering (Nnoli, 1980). From what is evident, Nigeria is multi-cultural, multi-ethnic, multi-religious and pluralistic country, thus it cannot be expected to have a society with homogeneous settings. As a result of these different qualities, the three major ethnic or tribal groups: Igbo, Hausa and Yoruba are usually utilized in many researches of social science. The following subsections discuss specific culture of these tribes especially those relating to the engagement of entrepreneurial activities.

#### **2.6.1.1 The Igbo Tribe**

The Igbo culture is entirely flexible that is not resistance to change and is oriented towards achieving things that are new. Their work typology idealizes individualistic, libertarian and revolutionary interest, with due respect to tradition and age. The battle for survival is characterized by aggressive individualistic struggles and merciless aspiration to succeed. Aggressiveness is expected at work and people that are energetic, productive and industrious, who achieved greatness and success in their chosen work are liked and respected. Hence, the Igbo society looks down on people who recognized bosses, and relied or depended on them for advancement. Obedience and unquestioning compliance signify weakness and an absence of manliness (Aluko, 2000).

For the Igbos, an individual must be self-motivated and sufficiently propelled to work hard to contend challenges. Once more, the propensity towards individualism, the

rivalry for excessive self-seeking is balanced by a strong group loyalty. Socially, the Igbos esteems discipline, hard work, prudence and excellence in all its ramifications.

#### **2.6.1.2 The Hausa Tribe**

Nnoli (1980) contended that the power structure among the Hausa exerts a high premium on deference to power and authority, submission, loyalty and sensitivity to the views, interests, perspectives, demands and direction of their superiors. Their tradition strongly supports qualities of submission and respect for authority, adherence to authority or whoever is influential. Besides, socially the Hausas are not given to questioning power aside from issues regarding their religion or traditional rulers. However, during the yearly Ramadan period of fasting, the Hausas generally work at light or slow pace and in that capacity the rate at which work is done is normally slower during the period. Once more, Fridays are generally half working days in many parts of Northern Nigerian due to the fact that the Hausas attending the prayer (Aluko, 2000).

#### **2.6.1.3 The Yoruba Tribe**

As to the nature of work, the Yoruba culture has a tendency that strike a harmony between the opposite typologies spoke of the Igbo and Hausa. While that of the Igbo is prominently individualistic, the Yoruba type of culture at work remains generally aggregate. They work as per the need and requirements of the situation in hand. However, there is a resolution of hard work and brilliance. This is mirrored in the expressions of a famous work philosophy – "*Ise loogun Ise*" signifying "*work is the antidote of poverty*". Laziness is seen as a deviation and a lazy individual is looked down upon with disrespect and disdain.

#### **2.6.1.4 Linking the 3 Major Nigerian Tribes to Entrepreneurship Attitude**

The following have been identified in the literature concerning the purposes of joining among the three ethnic groups with regards to their entrepreneurial attitude:

- a. In all Nigerian societies, collective custom is in place.
- b. In Nigeria societies, individuals have confidence in God's intervention and destiny rather than hard work.
- c. Individuals are involved in some form of private practices.
- d. Both Islamic and Christian virtues reflect on their day-to-day activities.
- e. The level of engagement to wealth that is the degree to which people craze for riches is high.
- f. The desire for self-employment is high.

The prior is a short portrayal of the Nigerian society and their attitude towards work and entrepreneurship. Society in this study means the socio-cultural environment in its totality. It refers to the values, which the people of a nation share in general regarding their attitudes, beliefs and norms. The focus point of this study is on how these concepts determine an individual behaviour towards entrepreneurship and how these in turn affect entrepreneurial intention. The next section presents the theoretical foundation of this study.

### **2.7 Theoretical perspectives**

In this study, the Theory of Planned Behavior (TPB) by Ajzen (1991), Social Cognitive Theory (SCT) by Bandura (1986) and Social Cognitive Career Theory (SCCT) by Lent, Brown and Hackett (1994) are employed as the underpinning theory.



### 2.7.1 Theory of Planned Behavior (TPB)

TPB as developed by (Ajzen, 1988; 1991) is the most popularly used as a central framework to establish the reasons behind the study of individual action (Ajzen, 2001) and precisely the intention of an individual to involve in different actions. TPB, among the other enormous group of the models of intention has been repetitively used in the area of entrepreneurship, which has been providing research outcomes of sound validity (Krueger et al., 2000; Fayolle & Degeorge, 2006).

Ajzen (1991) stated that the individual's intention to execute a given behaviour is the central construct of TPB. Accordingly, attitude towards a behaviour, subjective norms and perceived behavioural control are the best predictor of intention. Subsequently, exogenous factors (such as demographics, traits, skills and social, financial and cultural backing) indirectly impact on intention and behaviour.

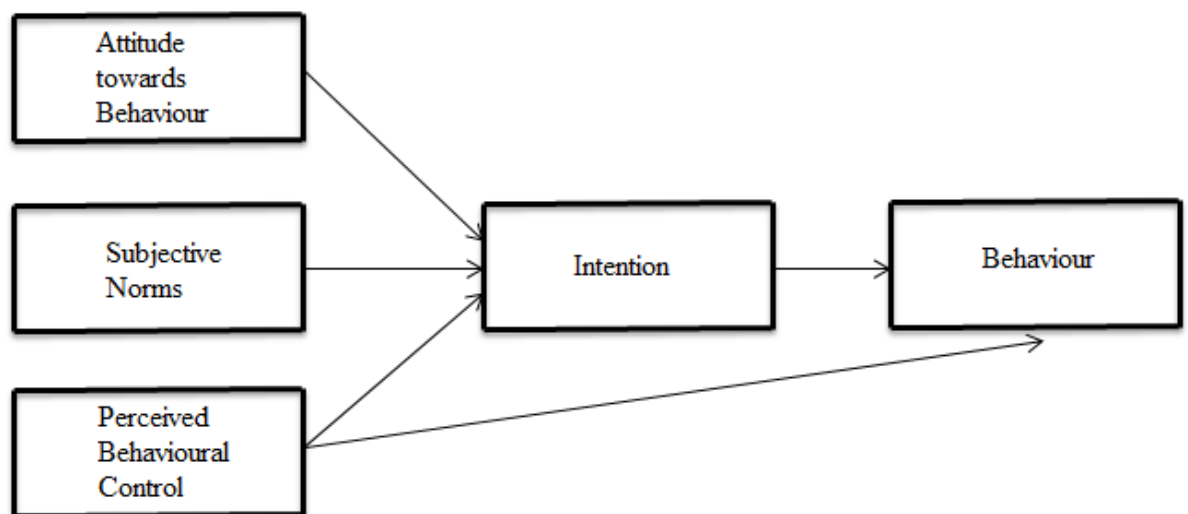


Figure 2.1  
*The Theory of Planned Behaviour (Source: Ajzen (1991))*

The following are three behaviors emphasized by Ajzen as the predictors of intention:

- i. **Attitude toward the behaviour**: indicates the degree of the individual's thought about certain behaviour in question as either favourable or unfavourable.
- ii. **Subjective norm**: implies a social factor that indicates the perceived social pressure to perform or not to perform behaviour. It was suggested by Krueger et al. (2000) that the most important social influences towards the behaviour are social influences, including parents, and friends, significant persons such as role model or mentor and which must be empirically identified.
- iii. **Perceived behavioural control**: indicates the perceived difficulty or ease of executing a behaviour and is believed to reflect past experience as well as anticipated obstacles and impediments.

Ajzen (1991) affirmed that individual intention to execute a particular behaviour under consideration would be stronger under a more favourable attitude, subjective norm with a greater perceived control of behaviour. However, depending on different behaviours, the effect of attitude, subjective norm, and perceived behavioural control might differ. Nonetheless, it is argued that only attitude is significantly effective in predicting entrepreneurial intentions or that attitude together with perceived behavioural control are substantial or still all the three predictors are sufficient that can result to entrepreneurial intentions.

TPB, Fishbein and Ajzen (1975) and Ajzen and Fishbein (1980) are an extension of the actual theory of reasoned action. The inclusion of Perceived Behavioural Control (PBC) differentiates it from the former theory. Alongside with intention towards the

behaviour, PBC plays an important role in the TPB, and as such it can be utilized to predict behaviour directly. Autio et al. (2001) says a more decisive role for action is expected of PBC, rather than influencing intention towards the behaviour as the case with attitude and subjective norm.

### **2.7.1.1 TPB and Its Application in the Field of Entrepreneurship**

In the context of entrepreneurship, the intention towards entrepreneurship is the intention to perform that particular behaviour (entrepreneurial intention). The three predictors of intentions are furthermore defined as follows: Attitude towards entrepreneurship is the degree of individual's favourable or unfavourable thought of becoming an entrepreneur. Hence, the individual is more in favour of entrepreneurship than other professional choices with a high attitude towards entrepreneurship. 'Subjective norm' indicates the people's perception as important in individual or respondent lives in making his decision to become an entrepreneur. The third, 'perceived behavioural control' indicates an entrepreneur perceived ability of becoming an entrepreneur (Kolvereid, 1996a). In addition, it indicates the perceived difficulty or ease of becoming an entrepreneur as well as the confidence of entrepreneur's ability to succeed. The second theory, social cognitive theory is presented in the following section.

### **2.7.2 Social Cognitive Theory (SCT)**

Social Learning Theory was the name originally given to Social Cognitive Theory (SCT) Bandura (1977), which identifies a) personal factors, b) behaviour, and c) the environment, that interact to consist human behaviour (Bandura 1986). The framework of the theory provides the ability to predict and understanding a variety of types of

human behaviour. SCT is also useful in recognizing ways in which behaviour can be changed or modified which is much better than only understanding the behaviour (Pajares, 1997).

Furthermore, Ormrod (1999) implies that SCT explains the changes that occur in an individual's mental state through learning. The theory provides guidelines that could be used to assist instructors in designing programs that will enhance an individual's ability to achieve change through self-motivation by providing them with specific knowledge, capabilities and resources to help or assist them achieve change (Anderson, 2000).

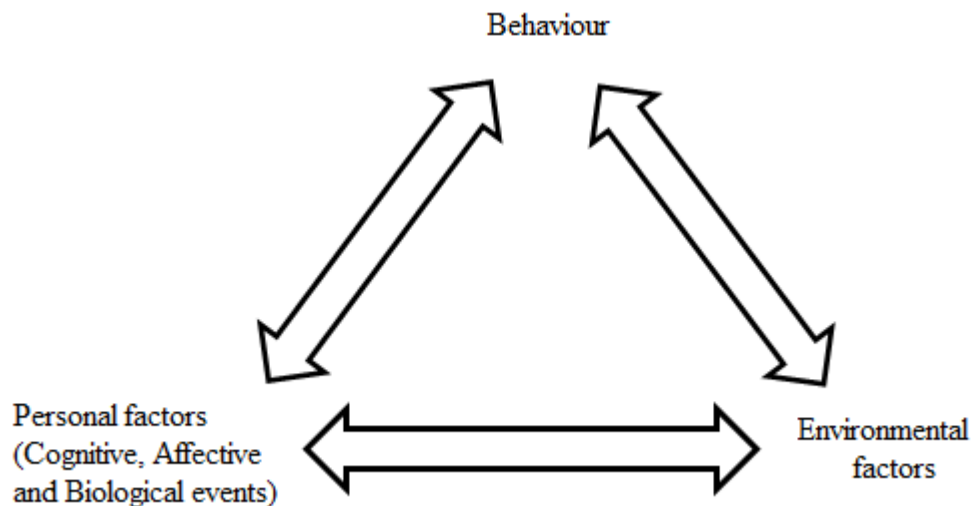


Figure 2.2  
*Social Cognitive Theory (Source: Bandura, (1986)*

In the model, it entails that the interaction of an individual with both his social and physical environment results in the development of his belief and cognitive competencies, which are also influenced by that environment. Social environment refers

to friends, family members, and role models; and the physical environment refers to the individual's physical settings, and the availability and access to resources (Pajares, 1997). The behaviour of an individual that is based on the influence of their environment involves the combination of environment and behaviour, and at the same time the environment can also modify the behaviour. Thus, it does not basically mean that given same environment; all the individuals in it will follow the same form of behaviour, as due to individuals' unique cognitive competencies and beliefs will make them respond in different ways to the same set of stimulus (Jones, 1989).

The influence of an individual's thoughts and action is necessitated by the interaction of the individual and a specific behaviour. The three factors that are: a) behaviour, b) person, and c) environment; continuously influence each other. As intervening factors may exist, none amongst the three factors is necessarily the outcome of the other (Glanz, Rimer & Lewis, 2002). An individual's self-efficacy is such an intervening cognitive factor. Bandura (1977) noted that individuals might convince themselves, that they do not have the ability to perform a specific behaviour or action, despite having the necessary knowledge, which is self-referent thought that intervenes between knowledge and behaviour. Bandura (1977) says this cognitive ability is referred to as self-efficacy.

### **2.7.3 Social Cognitive Career Theory (SCCT)**

Social Cognitive Career Theory (SCCT) is also a framework developed by Lent, Brown and Hackett (1994) and is derived from SCT (Bandura, 1986). It is a framework that provides understanding the processes through which individuals form interests and make

choices with regards to occupational pursuits. SCCT focuses on the personal background of an individual and his learning experiences as influencing factors on career choice behaviour. This study will consider the influence of entrepreneurship education and entrepreneurial experience and societal entrepreneurship attitude as exogenous factors that may shape an individual's cognitive process of self-employment intention. Krueger et al. (2000) found that situational and personal variables indirectly influenced individual's entrepreneurial intentions by influencing key attitudes and perceptions. However, entrepreneurship education, entrepreneurial experience and societal entrepreneurship attitude will affect entrepreneurial intentions only if they change key perceptions and attitudes such as, perceived desirability of becoming self-employed and perceived entrepreneurial self-efficacy. This research will examine the influence of these exogenous factors in the formation of UUM's Nigerian postgraduate students towards' self-employment intentions.

## **2.8 Conceptual Framework**

In the study, previous entrepreneurial experience and entrepreneurship education as well as societal entrepreneurship attitude are regarded as the independent variables that positively influence the self-employment intention, which is the dependent construct. Reference to the reviewed literature above, it is hereby proposed in this study that positive relationship exists between previous entrepreneurial experience and self-employment intention. Also entrepreneurial education has a positive relationship with self-employment intention; this implies that entrepreneurial experience and entrepreneurship education as well as societal entrepreneurial attitude have a positive

relationship with self-employment intention. As such, the proposed framework is presented below and the following hypotheses are deduced:

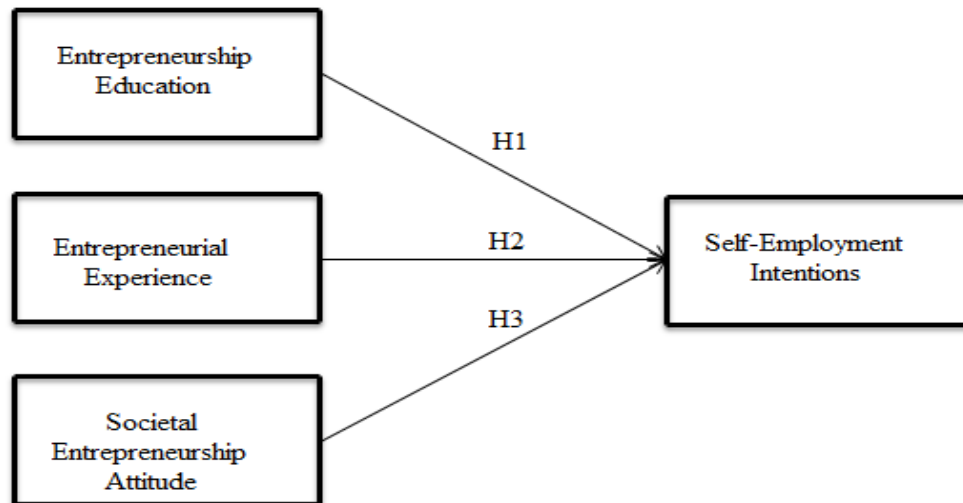


Figure 2.3  
*Proposed Conceptual Framework*

## 2.9 Research Hypothesis

This study aims at examining the relationship of entrepreneurship education, entrepreneurial experience and societal entrepreneurship attitude as factors influencing self-employment intention. Therefore, the following hypotheses are developed:

**Hypothesis 1:** There is a positive relationship between entrepreneurship education and self-employment intention among Nigerian post-graduate students in UUM.

**Hypothesis 2:** There is a positive relationship between previous entrepreneurial experience and self-employment intention among Nigerian post-graduate students in UUM.

**Hypothesis 3:** There is a positive relationship between societal entrepreneurship attitude and self-employment intention among Nigerian post-graduate students in UUM.

### **2.10 Summary**

This chapter discussed the concept of entrepreneurship by focusing on self-employment intention. By so doing, previous literatures were reviewed on the relationship between entrepreneurship education, entrepreneurial experience and societal entrepreneurship attitude in relation with self-employment intention. In addition to the assertion of the TPB, SCT and SCCT, a theoretical framework was formulated which enhanced the development of the research hypotheses of this study. The next chapter of this study focuses on the methodological approach employed.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the methodological process of this study. It explains the process of accomplishing the aims and objectives of this study, and by testing the research hypotheses via answering research question. In particular, it discusses the research design, sampling and population of the study and the approach for data collection. From the discussions and arguments of the existing literatures, this study resolved to employ quantitative research method, due to the nature of the research question and objectives to be achieved. Also, explanations and justifications for the research design, including analytical tools are presented in this chapter.

#### **3.2 Research Design**

Research design is regarded as a blueprint that guided the process on which a research is conducted. Sekaran (2003) established that the choice of research design in a study depends on the type of the research objectives and questions being considered by the researcher. As a matter of the type of the questions adopted in this research, a quantitative research design is considered suitable for this study. This research will be conducted in a cross-sectional approach. The essence of a cross-sectional approach over a longitudinal approach is that it saves time of the study and requires lesser number of personnel (Sekaran & Bougie, 2009).

Four stages are involved in the events of this study, these are: definition of problem, data collection, data analysis and reporting. According to Sekaran and Bougie (2009), an empirical study is assumed when little is known about the situation at hand. Hence, piling up information about the issues and problems of the research involves an empirical study, which is conducted via literature review to gain knowledge about the research issues. Therefore, problem definition in this study involves an empirical study via literature review to understand the background of the study.

Primary data were collected among the Nigerian post-graduate students (masters and doctoral students) of Universiti Utara Malaysia for the purpose of this study. The data collection stage involves three basic sub-processes, which comprise of instrument development, pilot testing and main data collection. In this study, the instrument used was adapted from previous studies. The instrument developed was exposed to validity and reliability test. Content validity was conducted to determine if the instrument measures what it is assumed to measure while the reliability test was conducted to ascertain the internal consistency of the measuring instrument.

The Statistical Package for Social Science (SPSS) tool version 20 was used in the analysis of the data and was carried out to descriptively analyze the data and also to test the hypotheses of the research. The hypothesis test was done by conducting a correlation and regression analysis. Sekaran and Bougie (2009), posited that correlation analysis is suitable for determining the relationship between two variables while regression determines the effect of one variable on another.

The final phase has to do with reporting, conclusion and recommendation of the research findings for future directions of study. The process involved in this research is represented in figure 3.1 below.

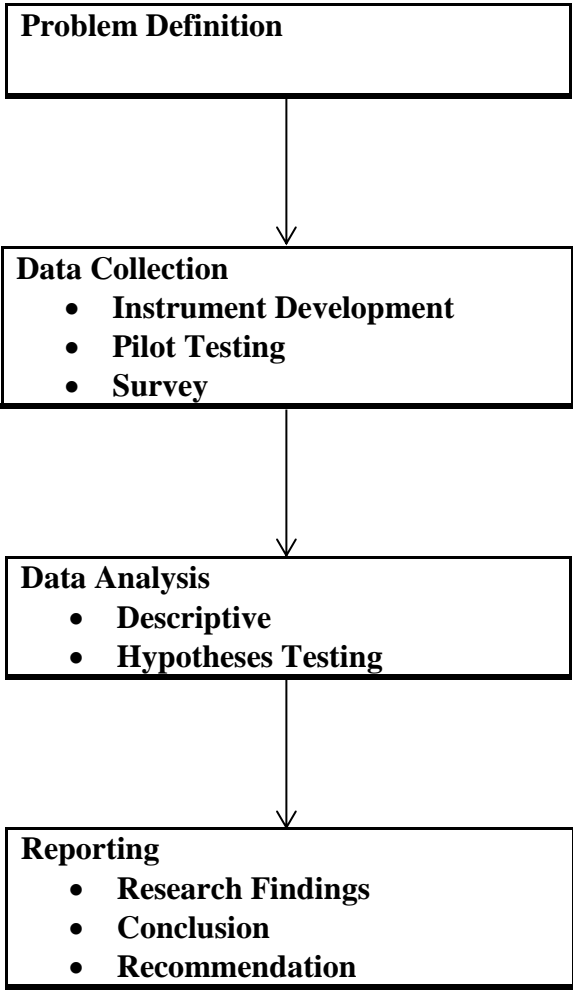


Figure 3.1  
*Research Process*

### **3.3 Population and Sampling**

Population as defined by theorists is the total number of the elements in a study, while sampling is the selected convenient sub-group of the population (Babbie, 2010). The total population of the study is 155 Nigerian post-graduate students that were active in status in UUM as at when the study was conducted, and were used as the population size. The study aims at understanding how entrepreneurship education, entrepreneurial experience and societal entrepreneurship attitude influence Nigerian post-graduate students' self-employment intention in UUM.

Simple random sampling, according to Sekaran and Bougie (2013) design is best when the generalizability of the findings to the whole population is the main objective of the study. In this study, a representative sample of 113 students were chosen randomly out of 155 Nigerian UUM post-graduate students that were active in status as at when the study was conducted were surveyed in UUM. This is in line with Sekaran (2008) that representative sample techniques are the collection of a rational amount of research objects drawn by the researcher, based on the criteria that the selected sample possesses distinctive and significant characteristics of the research population.

### **3.4 Instrumentation**

The study questionnaire was developed to assess the relationship of entrepreneurship education, entrepreneurial experience and societal entrepreneurship attitude as factors influencing student's self-employment intention among the Nigerian post-graduate students in UUM. The questionnaire contains multiple choice questions and the participants response format was constructed on a positive worded question of 5-point

likert type scale ranging from (1) -Strongly disagree to (5) -Strongly agree (Sekaran, 2003). The questionnaire is divided into two main parts which consist of Part A, which basically entails the demographic questions; hence some basic information about respondents. And part B, presents questions about self-employment intention, entrepreneurship education, entrepreneurial experience and societal entrepreneurship attitude.

### **3.5 Reliability and Validity**

Fundamentally, data validity and reliability are essential in research. It is usually conducted mainly in two ways, which are content validity and construct validity. Content validity examines if the intended measure of a concept is indeed represented by the research instrument while the construct validity are measured through reliability test to examine if the measurement or item produce a result with internal consistency (Sarantakos, 2005).

#### **3.5.1 Content Validation**

Content validity determines the understanding of the respondents' knowledge of the research instrument items. In this type of research settings, it is very important and it was conducted prior to the main data collection phase. Research instrument in this study was firstly validated by a professional of research methodology and entrepreneurship (supervisor) and other lecturers from entrepreneurship department for assessment in order to avoid ambiguity in the items, double barrel questions and also to observe if there is any mistake in the instrument that need to be corrected before heading back to the main data collection. This is the pre-test that act as first step of content validation. In

this manner, each question of the instrument items was reframed and reproduced in order to observe if there could be any discrepancies or misinterpretation to the response of any of the questions. In this study, the face validation phase suggested that some of the items should be rephrased and also, the use of more appropriate words were suggested and implemented. The next step is construct validation and pilot test of the research instrument, which is also part of the test.

### **3.5.2 Construct Validation**

Construct validity indicates that the research instruments are consistent with the measurement of the variables under investigation. It is usually done by using the SPSS reliability test to check for the Cronbach's alpha level to indicate the level of reliability of the construct. The researcher thereafter based his judgment whether to accept or reject the construct if found reliable or unreliable respectively. The researcher is at the liberty to reject an unreliable construct and chooses to go to another fieldwork or totally drop the construct from the study (Sekaran, 2000). In the instrument adapted in this research work, the reliability test as conducted indicated that all the items are reliable and consistent.

### **3.5.3 Pilot Testing**

Upon the development of the research instrument, the next stage is the pilot testing. It is mainly done to boost the confidence of the researcher to ensure that the respondents will comprehend the items of the questionnaire, and will be able to answer the question within the stipulated time. According to experts, pilot test is a process for improving the research instrument (questionnaire) quality through feedback, suggestion and comments

received from the respondents. These observations of the respondents could be presented in written form, illustration and correction, but better in a written form. Therefore, in this study, pilot testing was conducted on thirty (30) UUM's Nigerian postgraduate students where they were issued with the questionnaires to be answered before issuing it for the main data collection (Babbie, 2010).

The instruments that are consistent and capable of attaining a Cronbach Alpha level of 0.7 and above as stated by Pallant (2003) are used in social sciences research of this nature. In the instrument adapted in this research work, the reliability test as conducted indicated that all the items are reliable and consistent, with (SEI) has a Cronbach alpha 0.901, (EE) has a Cronbach alpha of 0.867, (EEX) has a Cronbach alpha of 0.840 and (SEA) with 0.837 Cronbach alpha. The adapted questionnaire was issued and collected before proceeding to the main data collection.

The pilot study result shows that the variables used in the study, which are (Self-employment intention, Entrepreneurship education, Entrepreneurial experience and Societal entrepreneurship attitude) are consistent as their Cronbach Alpha values are indicated in Table 3.1 below which is higher than the least required value of Cronbach Alpha. Therefore, the results of the attained values are acceptable (Sekaran, 2000). The items used under each variable of the study instrument are found reliable and consistent.

Table 3.1  
*Reliability Statistics*

<b>Variables</b>	<b>Cronbach Alpha</b>	<b>No. of Items</b>
<b>SEI</b>	0.901	6
<b>EE</b>	0.867	4
<b>EEX</b>	0.840	7
<b>SEA</b>	0.837	8

### **3.6 Procedure of Data Collection**

Data was collected with the use of the survey questionnaire and pilot testing method was used to validate the data gathered. In gathering the complete data for the work, two phases were involved, which are: the presenting stage and the main collection stage. The presenting stage is by choosing few questionnaires for content validity. William (2003) asserted that this is the most appropriate way of validating primary data for this type of research.

For this study, the researcher collected the list of names of all Nigerian post-graduate students in UUM from HEA and as well get their residential and accommodation information from SAC to be able to reach them. Before meeting the students, a notification will be sent to them via emails and phone calls so as to be able to meet them at a convenient location for the issuance and collection of the survey forms.



Primary data collected which is employed in the study using survey questionnaires adapted from Krueger (1993), Krueger et al. (2000), Petman and Kennedy (2003), Linan and Chen (2006), Rantanen and Toikko (2013). The questionnaire was distributed to the participants via self-administration to help establish rapport between the participants and the researcher while conducting the survey, and also to provide respondents with the necessary clarification when sought by them on the spot, as well as immediately collect the questionnaire after they are completed.

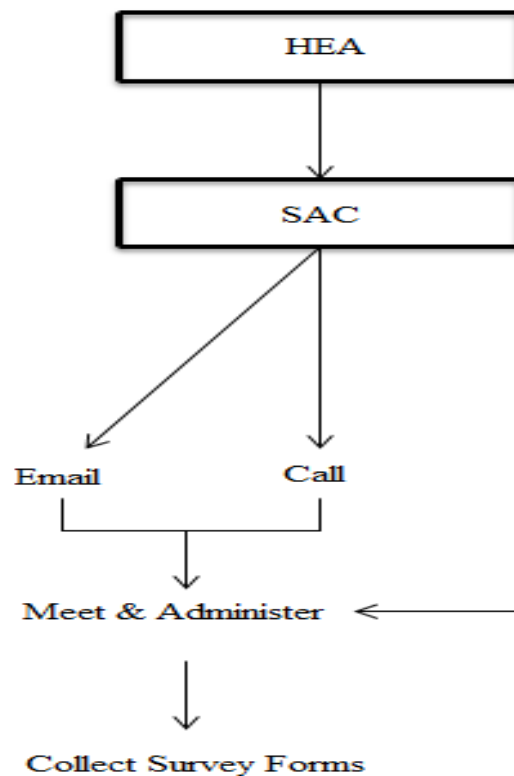


Figure 3.2  
*Procedure for Data Collection*

### 3.7 Data Analysis

Data analysis was carried out with the use of SPSS version 20. To answer the research questions and to test the hypotheses, a series of analytical tools of the software such as regression analysis and correlation for casual relationship between independent variables and the dependent variable is suitable (Pallant, 2001). On the other hand, suitable descriptive analysis was carried out to give a concise explanation of the study respondent, the distribution of data and to draw possible perceptions. For the purpose of the study findings and conclusion, graphical representation will be presented and interpreted.

### 3.8 Data Coding

Table 3.2  
*Self-employment Intention*

Items	Coding
I am prepared to do anything to be an entrepreneur.	SEI1
My professional goal is to become an entrepreneur.	SEI2
I am extremely intrigued by setting up my own particular business.	SEI3
I am determined towards owning my own business in the future.	SEI4
I have very serious thought of starting my business.	SEI5
I have a strong intention of starting a business one day.	SEI6

Table 3.3  
*Entrepreneurship Education*

<b>Items</b>	<b>Coding</b>
I could imagine turning into an ambitious entrepreneur. Therefore, I need to learn the important skills and capabilities, which are important in entrepreneurial activities.	EE1
I am ever ready to begin my particular business. Hence, i need to poses in the entrepreneurial attitudes and skills.	EE2
I have a general interest and need to know more about entrepreneurship. This will help in choosing whether becoming an entrepreneur is an alternative for me.	EE3
I have great expectations from entrepreneurial programmes.	EE4

Table 3.4  
*Previous Entrepreneurial Experience*

<b>Items</b>	<b>Coding</b>
I have held work where I was paid.	EEX1
My parents/guardian have their own particular business.	EEX2
My family's knowledge of starting their own particular business has been positive.	EEX3
I have worked in my family business.	EEX4

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My experience of working in the family business/ business organization has been positive.	EEX5
I have a role model, operating his/her own particular business? (This could be a friend, relative, or neighbour).	EEX6
His/her action affects my views on starting a business is positive	EEX7

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*Table 3.5*  
*Societal Entrepreneurship Attitude*

<b>Items</b>	<b>Coding</b>
As a Nigerian, entrepreneurs are considered as ideal citizens.	SEA1
Entrepreneurs are typically regarded as hard working and responsible in Nigeria.	SEA2
The work of the entrepreneurs is perceived as noble in the Nigerian Society.	SEA3
Entrepreneurs hold key roles/positions towards the success of Nigerian Economy.	SEA4
Entrepreneurship is given too much emphasis and importance in Nigeria.	SEA5
Young people are encouraged to become entrepreneurs with unsubstantial rationale in Nigeria.	SEA6
Entrepreneurship is discussed with positive tone in Nigeria.	SEA7
Entrepreneurship is suggested as solution to many issues in Nigeria.	SEA8

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### **3.9 Summary**

The methodological approach employed in this study is discussed in this section. Based on the nature of the research objectives and the question under investigation, this study deems quantitative research approach as appropriate. Survey questionnaire was used to collect primary data from the respondents via simple random sampling techniques. Correlation and regression analysis was considered appropriate in testing the developed hypotheses of this study. The result of the data analysis is presented in the next section.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND FINDINGS**

#### **4.1 Introduction**

Upon the collection of data as described in the previous chapter, this chapter discusses the findings of the data analysis in this study. The main aim of this chapter is to present in details, the result of the statistical analysis employed in this study. It begins by presenting the preliminary procedures taken in screening the data, followed by the demographic characteristics of the respondents and testing the main hypotheses of the study towards achieving the research objectives. The next section presents the description of the data cleaning and screening in this study.

#### **4.2 Data Cleansing and Screening**

It is indicated by statistical experts that the cleansing and screening of data collected is important to avoid errors in the course of data analysis (Sekaran, Robert and Brain, 2001). As a consequence, data collected in this study were screened and cleansed for missing value and outliers prior to the main analysis of the study. Questionnaires collected were screened for missing value as indicated by Hair et al (2010) that questionnaires with missing values of up to 50% should not be included in a study. However, none of the questionnaires in this study has much missing data, thus they are included in the main data analysis. Upon the screening of the questionnaire, descriptive analysis was conducted by using SPSS version 20 in detecting the missing values in the data input and it was shown that the missing data were less than 5%, and they were therefore treated by replacement with the mean value of the series. In addition, upon the input of the data into SPSS software, some set of data were found to be out of range, as

such, those respondents were traced back to the questionnaire and the wrong responses were replaced with the original responses from the questionnaire. In order to ensure that the data were correctly inserted, the researcher re-runs the descriptive analysis. Upon the completion of data screening, detection and treatment of outliers was also undertaken by the researcher.

### **4.3 Detection and Treatment of Outliers**

Outliers represent the observation that is extremely positioned out of the distribution pattern of data (Moore and McCabe, 1999). The presence of outliers in a set of data possesses a threat to the conclusion and the interpretation made from the data, thus it should be removed. In this study, 4 (3.5%) cases were to be found outside the normal distributional pattern of the data. However, the researcher decides to retain the outlying cases as the data has no tendency to distort conclusion of the analysis (Hair et al., 2013).

### **4.4 Response Rate**

A total of 155 questionnaires were distributed in this study out of which 113 representing 72% were returned by the respondents. 42 questionnaires were not returned by the respondents due to reasons unknown by the researcher. Hence, the response rate of this study is 72%. Table 4.1 summarizes the response rate of data in this research.

*Table 4.1*  
*Summary of Response Rate*

<b>Description</b>	<b>Total</b>	<b>Percentage (%)</b>
Questionnaire Distributed	155	100
Questionnaire Returned	113	72.9
Questionnaire unreturned	42	27.1

#### **4.5 Demographic Characteristics**

The descriptive analysis of the demographic characteristics of the respondents is presented in two sections. The first section presents about the basic characteristics of the respondents, while the second part presents about the respondents' knowledge of business entrepreneurship.

The descriptive result of the demographic analysis shows that 109 (96.5%) of the respondents are male, while 4 being 3.5% respondents are female. Concerning the age of the respondents, findings show that 33.6% of the respondents fall within the 20-30 years age category, 46.9% are within the age range of 31 -40 years, 17.7 % fall within the categorization of 41 – 50 years, while the remaining 1.8% are above 50 years of age. The indication of this is that the respondents are legally old enough to own a business of their own. The findings about the college of study of the respondents' shows that 60.3% of the respondents are studying in the College of Business (COB), 21.2% are in the College of Law, Government and International Studies (COLGIS), while the remaining 18% are College of Art and Science students (CAS). Furthermore, the descriptive analysis shows that 38.9% of the respondents are master students, while the remaining



61.1% are doctoral students. In addition to the program of study, 26.5% are in the first semester, 27.4% are in the second, 30.1% are in the third semester, 8.8% are in semester four, while the remaining 7.1% are in their fifth semester. Table 4.2 summarizes the basic demographic characteristics of the respondents

Table 4.2  
*Demographic Characteristics of Respondents*

<b>Variable</b>		<b>Frequency</b>	<b>Percentage (%)</b>
<b>Gender</b>	Male	109	96.5
	Female	4	3.5
<b>Age</b>	20 - 30 years	38	33.6
	31 - 40 years	53	46.9
	41 - 50 years	20	17.7
	50 & above	2	1.8
<b>College</b>	COB	68	60.2
	COLGIS	24	21.2
	CAS	21	18.6
<b>Programme</b>	Masters	44	38.9
	PhD.	69	61.1
<b>Semester</b>	1	30	26.5
	2	31	27.4
	3	34	30.1
	4	10	8.8
	5	8	7.1

Concerning the entrepreneurship experience of the respondents, the descriptive analysis presents that 93.8% of the respondents have working experience while, 6.2%

has not worked before. This indicates that the respondents have a prior knowledge of what entrepreneurship entails. Furthermore, the finding reveals that 45.1% of the respondents have their own business enterprises, while 62% do not have a business of their own. In addition, 89% of the respondents responded that one or more members of their family run(s) a business enterprises. More so, 85% of the respondents have a business role model while 15% do not. The summary of the entrepreneurial characteristics of the respondents is summarized in Table 4.3 below.

Table 4.3  
*Entrepreneurial characteristics of the Respondents*

		Frequency	Percentage
<b>Working Experience</b>	Yes	106	93.8
	No	7	6.2
<b>Own a Self-Business</b>	Yes	51	45.1
	No	62	54.9
<b>Family Business</b>	Yes	101	89.4
	No	12	10.6
<b>Role Model</b>	Yes	96	85.0
	No	17	15.0

#### 4.6 Reliability Analysis

Reliability analysis indicates the internal consistency of the measurement instrument (Pallant, 2011). It indicates the consistency of the data collected by the survey questionnaire. In measuring reliability in this study, Cronbach's alpha was computed.

According to Hair et al. (2010), the result of Cronbach's alpha greater or equal to 0.7 indicates a good reliability measure. Though, any Cronbach's alpha greater than 0.95 is an indication of redundancy in the survey instrument. Pallant (2011) recommended that a Cronbach's alpha of 0.6 in an exploratory research is also acceptable. Table 4.4 presents the result of reliability test in this study.

Table 4.4  
*Cronbach's Alpha Result*

<b>Construct</b>	<b>Cronbach's Alpha</b>	<b>Number of Items</b>
<b>SEI</b>	.885	6
<b>EE</b>	.820	4
<b>EEX</b>	.803	7
<b>SEA</b>	.828	8

From Table 4.4 above, it is indicated that the results of the Cronbach's alpha for all the variables exceed the threshold value of 0.7. Thus, it is concluded that the items are internally reliable and consistent

#### **4.7 Descriptive of the Constructs**

The descriptive analysis of the constructs in this study provides information about the minimum, maximum, mean and the standard deviation score of the constructs. Table 4.5 below presents the summary of the descriptive analysis.

*Table 4.5*  
*Descriptive Analysis of the Constructs.*

	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>SEI</b>	1	5	4.06	.788
<b>EE</b>	1	5	4.01	.755
<b>EEX</b>	1	5	3.65	.788
<b>SEA</b>	1	5	3.77	.665

As shown in Table 4.5 above, the descriptive analysis for self-employment intention (SEI) shows a minimum value of 1, maximum value of 5, mean value of 4.06 and standard deviation of 0.788. It indicates that the respondents agree with self-employment intention. The mean value of entrepreneurship education = 4.01 with a standard deviation = 0.755, indicating the respondent's agreement to have undergone the entrepreneurship education program. In addition, entrepreneurial experience has a minimum value of 1, maximum value = 5, mean value = 3.65 and standard deviation = 0.788. Also, societal environment and attitude (SEA) construct has a minimum value = 1, maximum = 5, mean value = 3.77 and standard deviation = 0.655.

#### **4.8 Normality**

Normal distribution of data is a common problem facing social and management sciences researchers. The test of data normality is used to describe the distribution of the data collected. In this study the Kolmogorov-Smirnov and Shapiro-Wilk test was used in examining the normality of the distribution of data in this study. The result shows that the data were not normally distributed upon the first test of normality. However, the data

were transformed to achieve normal distribution. According to Pallant (2011),  $P > 0.05$  indicates that normality is not a problem. The result of the normality test is presented in Table 4.6 below.

Table 4.6  
*Test of Normality*

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
EE	.119	76	.090	.960	76	.017
EEX	.082	76	.200	.959	76	.015
SEA	.183	76	.061	.892	76	.026
SEI	.910	76	.180	.743	76	

#### 4.9 Linearity Test

One of the assumptions of multiple regression analysis is that there must be a linear relationship between the independent variables and the dependent variables in order to avoid Type 1 and Type 11 error. Based on this assumption, this research adapted established items for measurement from previous studies in measuring its variables as suggested by (Nunnaly & Bernstein, 1994). However, this study still went further to examine if there is a multicollinearity issue among the independent variables of the study. The tolerance value and the variance inflation factor (VIF) value are used in assessing multicollinearity. Hair et al. (2013) suggested that the value of tolerance lesser than or equal to 0.2 and VIF greater than 5 is a strong indication of multicollinearity. Table 4.7 presents the result of the collinearity diagnostics in this study.

Table 4.7  
*Multicollinearity Diagnostic Result*

Variable	Tolerance	VIF
<b>EE</b>	.761	1.314
<b>EEX</b>	.790	1.266
<b>SEA</b>	.808	1.238

From table 4.6 above, it is shown that the tolerance values of all the variables are greater than 0.2 while the VIF values are lesser than 5. This result is an indication that multicollinearity is not a problem with this study. Figure 4.1 and 4.2 present the graphical representation of the linearity test.

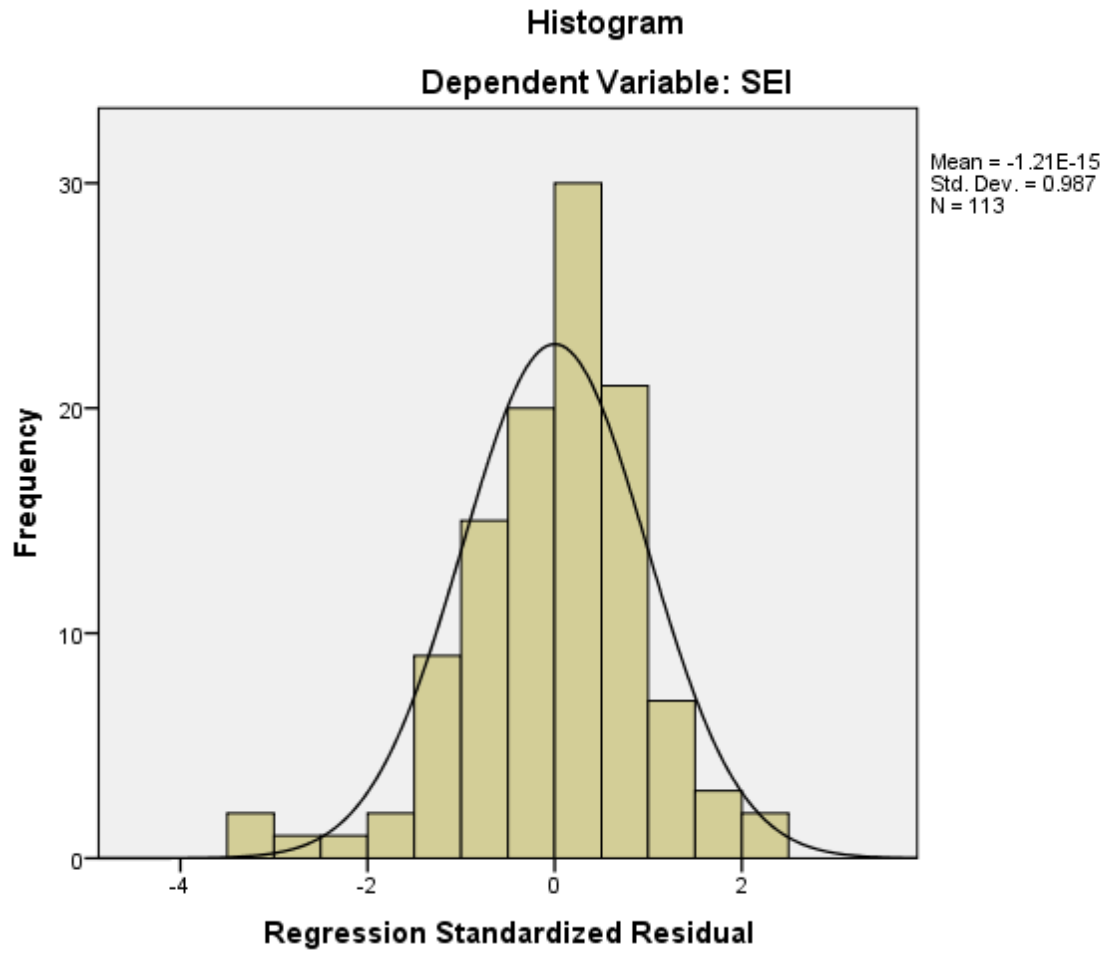


Figure 4.1  
*Regression Standardized Residual Plot*

### Normal P-P Plot of Regression Standardized Residual

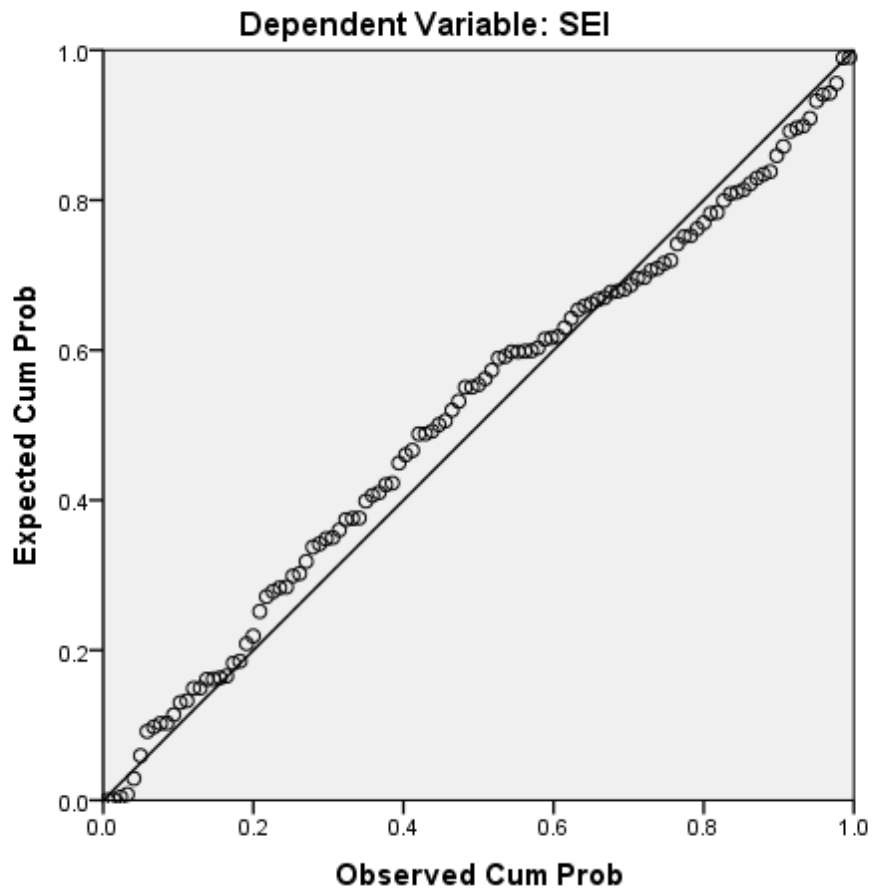


Figure 4.2

*Normal P-P Plot of the Regression Standardized Residual*

#### 4.10 Pearson Correlation Analysis

Correlation analysis is used to determine the strength and the direction between two relationships (Pallant, 2011). In this study, the Pearson moment correlation coefficient was used in determining the bivariate relationship between the independent variables entrepreneurship education (EE), entrepreneurial experience (EEX), societal entrepreneurship attitude (SEA) and the dependent variable, self-employment intention (SEI). According to Pallant (2011), correlation co-efficient between 0.1 and 0.29



indicates a weak relationship, 0.3 and 0.49 indicates a moderate relationship while 0.5 and 1.0 indicate a strong relationship. The findings from this analysis were used in testing the significance of the hypothesized relationships among the variables. Table 4.8 presents the findings of the Pearson correlation analysis.

Table 4.8  
*Pearson Correlation Analysis*

		<b>SEI</b>	<b>EE</b>	<b>EEX</b>	<b>SEA</b>
<b>SEI</b>	Pearson Correlation	1	.653**	.425**	.330**
	Sig. (2-tailed)		.000	.000	.000
	N	113	113	113	113
<b>EE</b>	Pearson Correlation	.653**	1	.412**	.389**
	Sig. (2-tailed)	.000		.000	.000
	N	113	113	113	113
<b>EEX</b>	Pearson Correlation	.425**	.412**	1	.344**
	Sig. (2-tailed)	.000	.000		.000
	N	113	113	113	113
<b>SEA</b>	Pearson Correlation	.330**	.389**	.344**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	113	113	113	113

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 4.8 above shows the Pearson correlation result of the hypothesized relationships. Entrepreneurship education (EE) has a strong positive relationship with self-employment intention (SEI) with a correlation coefficient ( $r$ ) = 0.653. Also, entrepreneurial experience (EEX) was found to possess a moderate significant relationship with self-employment intention (SEI) with ( $r$ ) of 0.425, while societal entrepreneurship attitude (SEA) has a medium significant positive relationship with self-employment intention (SEI) with correlation co-efficient ( $r$ ) = 0.330. Thus the result provides that hypothesis H1, H2 and H3 are significant and therefore accepted.

#### 4.11 Multiple Regression

Upon the completion of the correlation analysis, multiple regression analysis was also employed by the researcher to provide explanation about the contribution of each independent variable (EE, EEX & SEA) in order to explain the variance in the dependent variable (SEI). Table 4.9 presents the result of the multiple regression analysis in this study.

Table 4.9  
*Multiple Regression Results*

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.836	.385		2.169	.032
	EE	.585	.084	.560	6.922	.000
	EEX	.176	.079	.176	2.222	.028
	SEA	.061	.093	.051	.655	.514
	F				30.620	
	Sig				.000 <sup>b</sup>	
	R <sup>2</sup>				.457	
	R <sup>2</sup> Adj.				.442	

a. Dependent variable: SEI

b. Predictors: (Constant), SEA, EEX, EE

The result found in Table 4.9 that the model has an adjusted R<sup>2</sup> value of 0.442 (R<sup>2</sup> Adjusted = 0.442) indicating that the predictors (entrepreneurship education, entrepreneurship experience and societal entrepreneurial attitude) explained 44.2% variance in self-employment intention. Furthermore, Table 4.9 provides that entrepreneurship education (EE) ( $\beta = 0.560$ ) contributes more than the other variables in explaining the variance in self-employment intention (SEI), followed by

entrepreneurship experience (EEX) ( $\beta = 0.176$ ) and the least contribution from societal environment attitude (SEA) ( $\beta = 0.051$ ) in explaining self-employment intention (SEI).

#### **4.12 Summary**

The study conducted a series of preliminary analysis, such as cleaning and treating of the data, detection and treatment of missing data, and data distribution normality before proceeding with the main analysis of data. The main data analysis involved the correlation and multiple regression analysis. The result of the correlation analysis shows that entrepreneurial experience, entrepreneurship education and societal entrepreneurial attitude are positively significant with self-employment intention. Hence, the null hypotheses H1, H2 and H3 posited in this study are accepted. Table 4.10 presents the summary of the findings.

*Table 4.10*  
*Summary of the findings*

	<b>The hypotheses</b>	<b>Decision</b>
<b>H1</b>	There is a positive relationship between entrepreneurship education and self-employment intention among Nigerian post-graduate students in UUM.	Accepted
<b>H2</b>	There is a positive relationship between previous entrepreneurial experience and self-employment intention among Nigerian post-graduate students in UUM.	Accepted
<b>H3</b>	There is a positive relationship between societal entrepreneurship attitude and self-employment intention among Nigerian post-graduate students in UUM.	Accepted

## **CHAPTER FIVE**

### **DISCUSSION, RECOMMENDATIONS AND CONCLUSION**

#### **5.1 Introduction**

This chapter aims at discussing the findings of the research in relation to the findings of the previous studies. This chapter begins by presenting the overview of the research, followed by the executive summary of the findings, explanation of the limitations encountered in this study and the recommendation for future researcher are also presented in this chapter.

#### **5.2 Overview of the research**

The aim of this research is to examine the relationship between entrepreneurship education, entrepreneurial experience and societal entrepreneurship attitude as factors influencing students' self-employment intention among UUM's Nigerian post-graduate students. Based on the argument of TPB which posits that the stronger will be the intention of an individual to perform a given behaviour under consideration when attitude, subjective norm are more favourable with greater perceived behavioural control (Ajzen, 1991) and the SCT and SCCT which provides guidelines that could be used to assist instructors in designing of programs that will make individuals achieve change through their own motivation by providing them with specific knowledge, skills and resources to help or assist them achieve change (Anderson, 2000). Three hypotheses were developed and tested statistically and the result provided relationship between the aforementioned variables.

### **5.3 Discussion**

The discussion of the findings in this study will be discussed based on the hypothesized relationship in this study. The following section presents the discussion on the relationship between entrepreneurship education and self-employment intention.

#### **5.3.1 Discussion of the relationship between Entrepreneurship Education (EE) and Self-employment Intention (SEI)**

First hypothesis H1 posits that there is a significant positive relationship between entrepreneurship education and self-employment intention (SEI) was supported by the findings of this study. Similar to the previous findings of Ogundipe et al. (2012), Zwan et al. (2013), Akpan and Etor (2013), the findings of this study reveal that entrepreneurship education has a positive significant relationship with self-employment intention among Nigerian postgraduate students in UUM. According to Global Entrepreneurship Monitor (2010), entrepreneurship education is the development of knowledge and skills either “about” or “for the purpose of” entrepreneurship generally, or as part of recognized education programs at primary, post-primary or tertiary-level of educational institutions. This finding indicates that the more developmental knowledge and skills acquired by students at the primary, post-primary or tertiary-level of educational institutions increases the students’ intention to be self-employed.

### **5.3.2 Discussion of the relationship between Entrepreneurship Experience (EEX) and Self-employment Intention (SEI)**

The test of hypothesis, H2 posited that entrepreneurship experience (EEX) is positively related to self-employment intention (SEI) is supported by the findings of this study. Similar to previous studies of Dyke et al. (1992), Hisrich and Peter (2002), Scherer et al. (1989), Scott and Twomey (1988), Taylor and Thorpe (2004), Rashi et al. (2012) found that experience is positively related to self-employment intention. According to Matlay (2006), the level of entrepreneurial expertise may be attained by an individual prior to entering tertiary education through real-world experiences and also through participating in entrepreneurship education. The indication of this result is that the more experience an individual gathered about entrepreneur will lead to increase in their intention to be self-employed.

### **5.3.3 Discussion of the relationship between Societal Entrepreneurship Attitude (SEA) and Self-employment Intention (SEI).**

The third hypothesis (H3) in this study, which posited a positive relationship between societal entrepreneurship attitude and self-employment intention is supported. The result is similar to the findings of Schumpeter (1934), McClelland (1961), Kirzner (1985), Sajjad et al. (2010), Ali et al. (2010) and Mariano et al. (2012) affirmed a positive relationship between the societal attitude and employment intention. In addition, the study buttressed Aluko (2000) who revealed the societal entrepreneurship attitude of each geopolitical region in Nigeria and their behaviour towards self-employment intention. The findings indicate that societal entrepreneurship attitude influences the intention to be self-employed.

### **5.3.4 Summary of the Findings**

In relation to the three hypothesized relationships in this study, statistical analysis was used to test the relationship and the result found that the hypotheses were all accepted. Specifically, the result found a statistical significant positive relationship between entrepreneurship education (EE) and self-employment intention (SEI), a significant positive relationship between entrepreneurial experience (EEX) and self-employment intention, and also a significant positive relationship between societal entrepreneurship attitude (SEA) and self-employment intention (SEI). In addition, the findings show that entrepreneurship education (EE) among other variables contributes more in explaining the self-employment intention indicating that it is the most important among the factors that influence self-employment intention among graduates. The next section presents the discussion of the result of the findings in this study.

### **5.4 Implication of the Study**

This study contributes both theoretically and practically.

Theoretically, this study has been able to examine the link between entrepreneurship education, entrepreneurial experience, and societal entrepreneurship attitude as factors influencing self-employment intention. As such, it has contributed to the body of knowledge by supporting the previous studies on the established link between entrepreneurship education, entrepreneurial experience and societal entrepreneurship attitude on self-employment intention. In addition, it has been able to expand literatures on the concept of entrepreneurship and indicates the factors that can enhance self-employment attitude among youths.



More so, the empirical findings of the study have been able to provide a support to TPB, SCT and SCCT by concretizing TPB which postulates on the intention of individuals to engage in certain activities, SCT and SCCT have also been expanded by this study through its findings that societal-entrepreneurship attitude influences an individual decision to become an entrepreneur.

Practically, this study has provided an avenue for government and education authority to install a program that can improve the self-employment attitudes among youths. In addition, it has pointed out to the education authorities that entrepreneurial experience is an important factor that determines self-employment intention among graduates. As such, field-attachment or industrial training should be given optimum attention in order to enhance the attitude of self-employment intention.

### **5.5 Limitations and Recommendations for future studies**

Recommendations are provided for future researches based on the identified limitation of this study. Usually, survey research is based on the assumption that data collected from the respondents are enough to provide answers to the questionnaires, and the answers given by the respondents are truthful. However, the responses provided might not be the intention interpreted. Though, these questionnaires have been tested to be reliable and valid, but the study was conducted in a cross-sectional approach by gathering data at a point in time. However, several studies provided that entrepreneurship benefits and experience might not be realized in a short period but a long period of time. As such, this study implores future researchers to conduct a similar

study by using a longitudinal approach in which data will be collected over a long period of time.

In interpreting the results of this study, it is important to note that data about the independent and the dependent variables were collected from postgraduate students of UUM. Although, past researchers have used similar respondents in their studies, but the generalizability of this study may not be totally applicable in some environment where societal attitude of the respondents does not support entrepreneurship practices.

In addition, this study collected data about the dependent and the independent variables from a single source and which may arise a possibility of social desirability bias and thus common method variance. This is because the respondents gave reports about themselves and self-report has a tendency of introducing common method variance. As such, it is recommended that future researchers use a multiple respondent in order to avoid the issue of common method variance.

## **5.6 Conclusion**

This research was conducted to examine the relationship of entrepreneurship education, entrepreneurial experience and societal entrepreneurship attitude as factors influencing self-employment intention among Nigerian postgraduate students in UUM. Based on this, three research questions have been answered by the findings of the study, these are: firstly, entrepreneurial education is positively related to self-employment intention among Nigerian postgraduate students of UUM. Secondly, entrepreneurship experience

has a significant positive relationship with self-employment intention among Nigerian postgraduate students and thirdly, societal entrepreneurial attitude is significantly positively related to self-employment intention among Nigerian postgraduate student of UUM.

With respect to the findings of this study, implications were found for the academicians and practitioners in entrepreneurship development. The study has contributed in expanding TPB, SCT and SCCT. Also, it has signalled practitioners such as the education authority to look into the effect of entrepreneurship education and prior experience on the intention of becoming self-employed.

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